



Enclosure 5d
November 2, 2021

English Language Arts and Mathematics Assessment Results 2021

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OUR KIDS



World-Class Talent

We will strive to attract, recruit and retain a highly-skilled workforce, grow and diversify the educator pipeline and put professional learning at the center



Excellence in Learning

We will close equity gaps and increase academic achievement for all by setting high expectations, high standards, and a quality curriculum



Engaged Communities

We will elevate student and community voice by forging partnerships with the community and industry, inviting feedback, and creating responsive policies

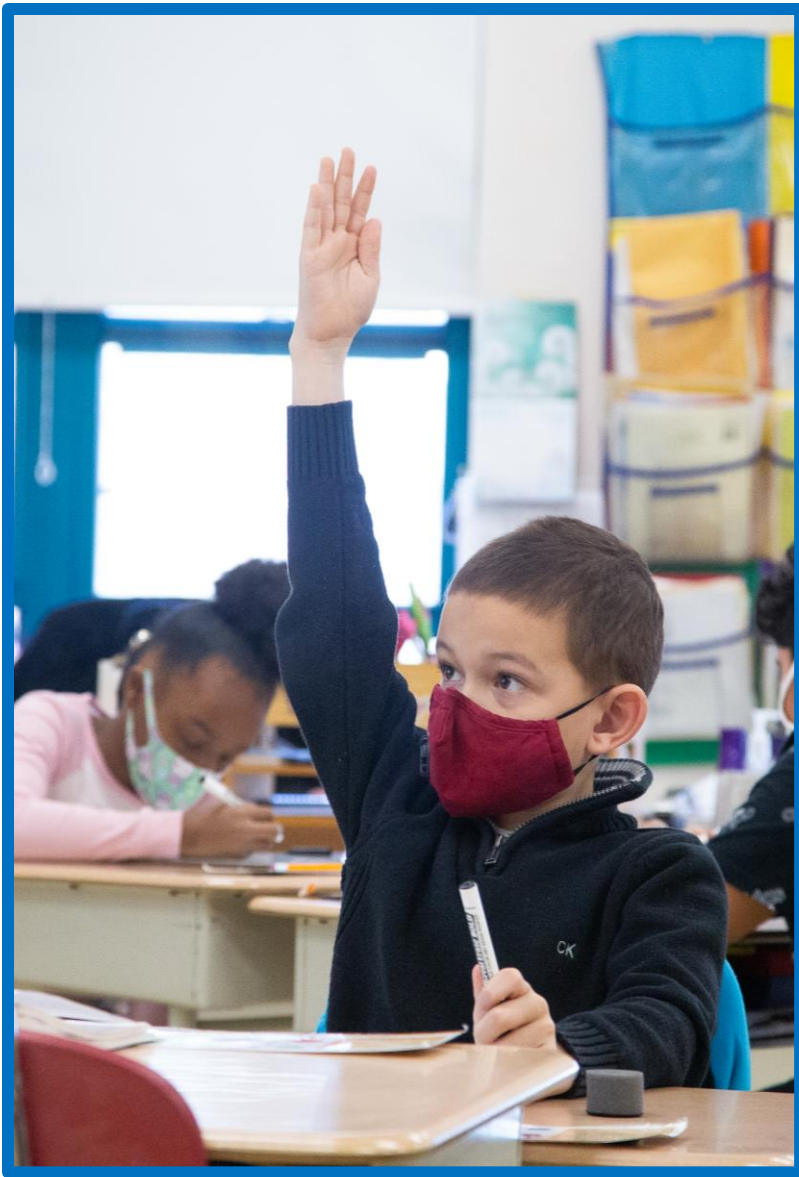


LEAP Task Force Priorities

The LEAP Task Force believes the following absolute priorities will accelerate student learning and move our PK-12 system forward. This work must elevate and center the needs of Rhode Island students who are multilingual, differently-abled, and who live in the urban core through an explicitly anti-racist, equity-focused lens.

1. Energize our school communities— students and educators— by launching a back-to-school campaign and statewide toolkit, with attention to students who are chronically absent and opportunity youth.
2. Ensure all students have access to high-quality and personalized support from adults, both during the school day and through extended learning, partnerships for before/after school, or summer learning opportunities.
3. Universally screen all students and align resources to need.
4. Improve and support student transitions, across grades and systems.
5. Close the digital divide.





State Assessments in RI-ELA and Math

The **Rhode Island Comprehensive Assessment System (RICAS)** assessments are administered in grades 3-8 in English language arts and mathematics.

The **SAT** assessments are administered in English Language Arts (ELA) and mathematics to all 12th- and 11th-grade high school students in Rhode Island to ensure our students are ready for college and career.

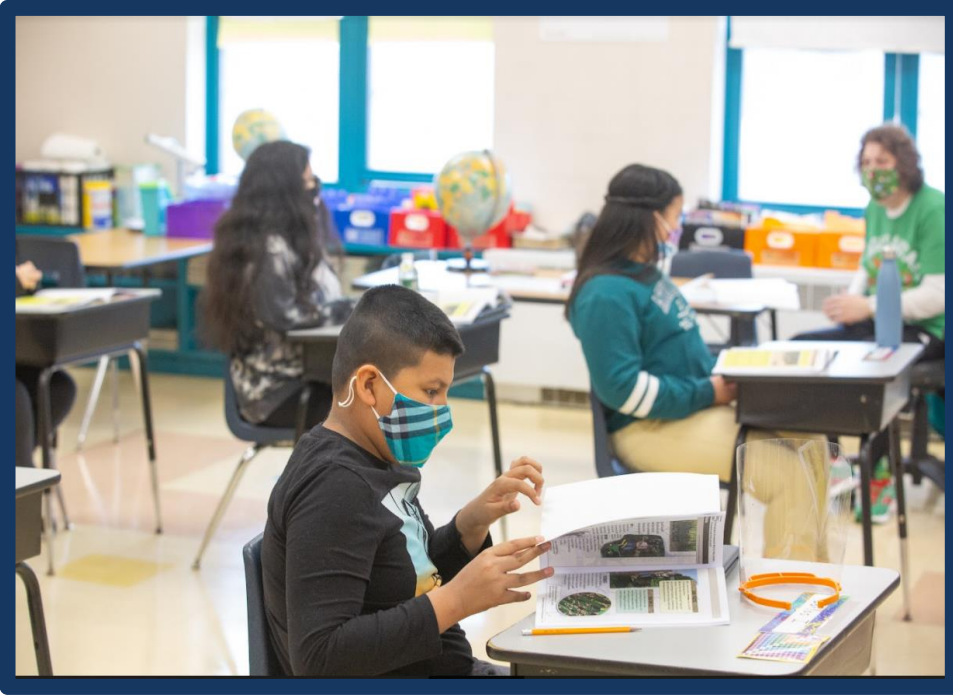
The **Dynamic Learning Maps (DLM)** assessments are administered to students with significant cognitive disabilities in English language arts and mathematics in grades 3-8 and 11. Students must meet strict criteria in order to participate in the DLM alternate assessments.

COVID EFFECT



RHODE
ISLAND

The COVID Effect on Teaching & Assessment



Results from 2021 assessments establish a new baseline in Rhode Island

- **COVID-19 impacted most aspects of education** last school year, making it more critical to assess student performance and identify needs and priority areas.
- **Despite exemplary efforts by school leaders to keep students in school, learning disruptions occurred during the year** that led to hybrid/distance learning and reduced instructional time.
- Changes in school format **limited access to crucial academic and social-emotional supports** for students.
- In 2021, **unlike most states, RI administered its full assessment** to better gauge the effects of the pandemic on student learning. Like most states, **RI did not administer state assessments in 2020 due to the pandemic.**
- **Fewer students participated in state assessments**, especially those already facing extraordinary barriers to participation, and some student groups were over/underrepresented.

COVID Impact on Student Outcomes

RI led the nation in bringing students back in person

- **35%** of students were in-person more than **75%** of school days
- **28%** of students were in-person less than **25%** of school days
- **27% of students who were mostly in-person were proficient on RICAS math vs 13% of students that were mostly virtual**
- **39% of students who were mostly in-person were proficient on RICAS ELA vs 26% of students who were mostly virtual**
- RI schools and districts utilized several models of instruction last year when bringing students in-person including A/B days, 4 days in person/1 day virtual

How we're addressing this:

- RIDE is leading Back2SchoolRI and "Our Kids" campaigns to inform & energize families for in-person learning.
- RIDE worked with the Governor's Office & RIDOH on prioritized vaccinations and innovative testing programs to keep school communities healthy and ensure the learning continues.



Key Takeaways

Major Takeaways

1. Student **performance declined** across the state in both subjects, with the steepest declines in mathematics. These results **set a new baseline** for our schools moving forward.
2. Participation declined by **10% for RICAS** and **9% for SAT** compared to 2019, and some of our most vulnerable groups didn't participate at higher rates than other students.
3. Rhode Island students aren't the only ones losing ground due to COVID, in fact we saw **less of a drop than our neighbors in Massachusetts**.
4. There were significant **differences in the severity of the learning lost** by students in urban districts versus those in suburban districts.

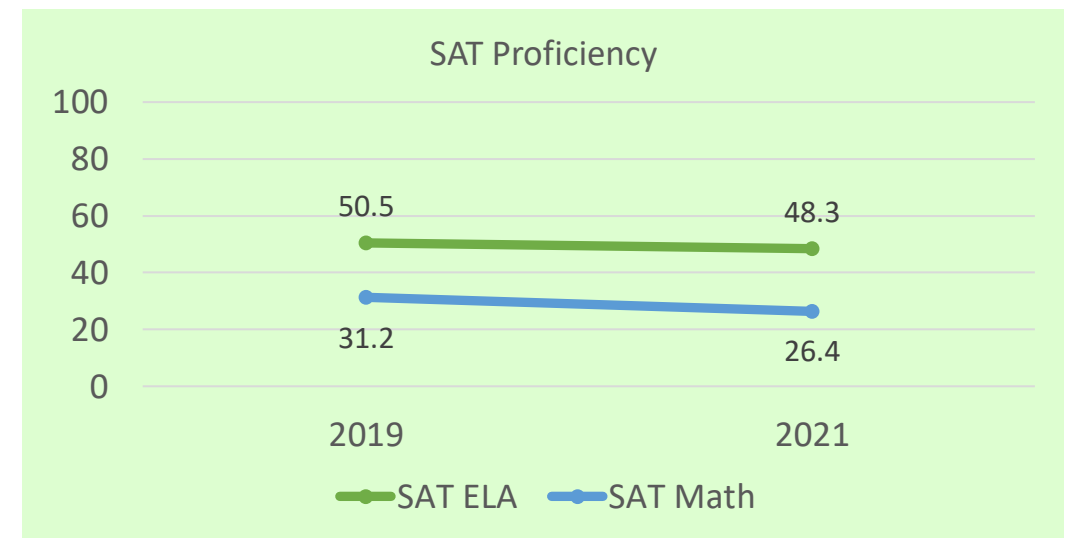
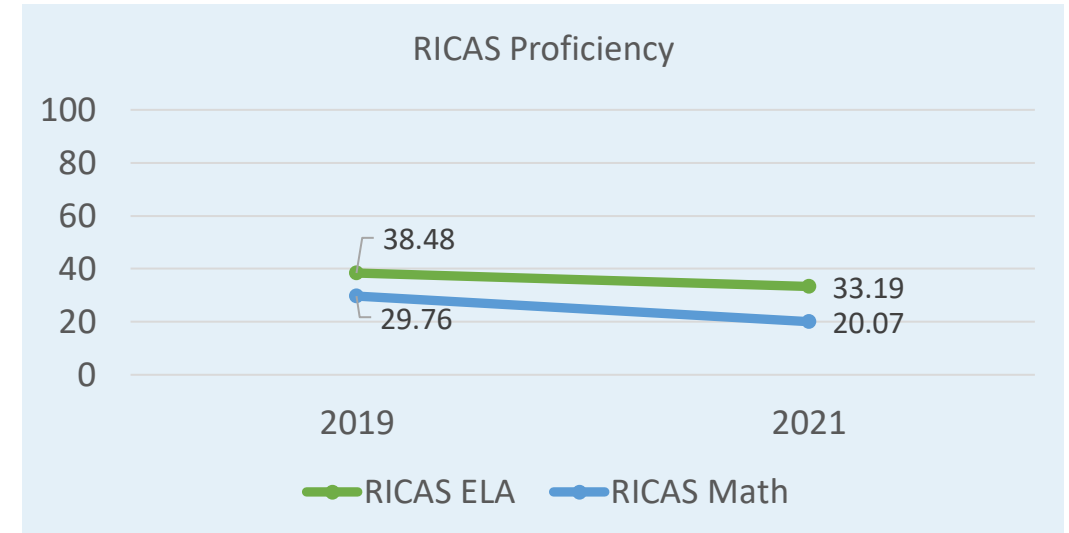
Takeaway 1: Student Performance Declined Overall

What the data tells us:

- Student performance **declined across the state** regardless of grade level, socio-economic status, race, ethnicity, or multilingualism.
- **Math performance declined at twice the rate** of ELA scores. Even schools that improved in ELA compared to 2019 saw declines in Math scores.

How RI is addressing this:

- Convened the LEAP Task Force to examine both root and pandemic causes of learning loss & issue recommendations to accelerate learning.
- Building out additional sources of high-quality out-of-school learning opportunities for all students.



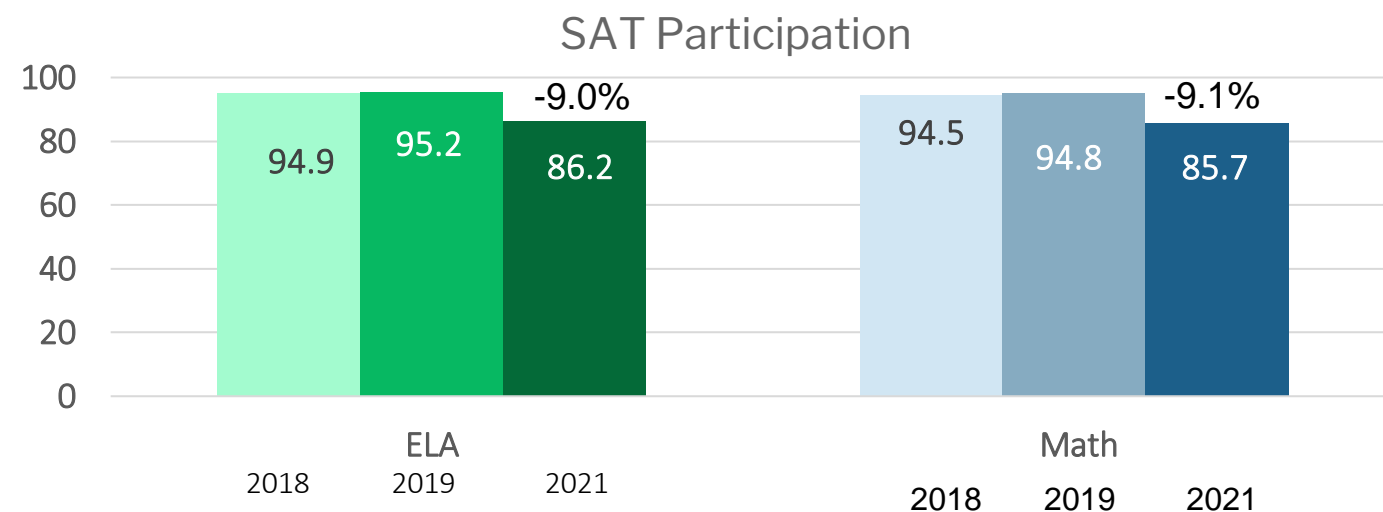
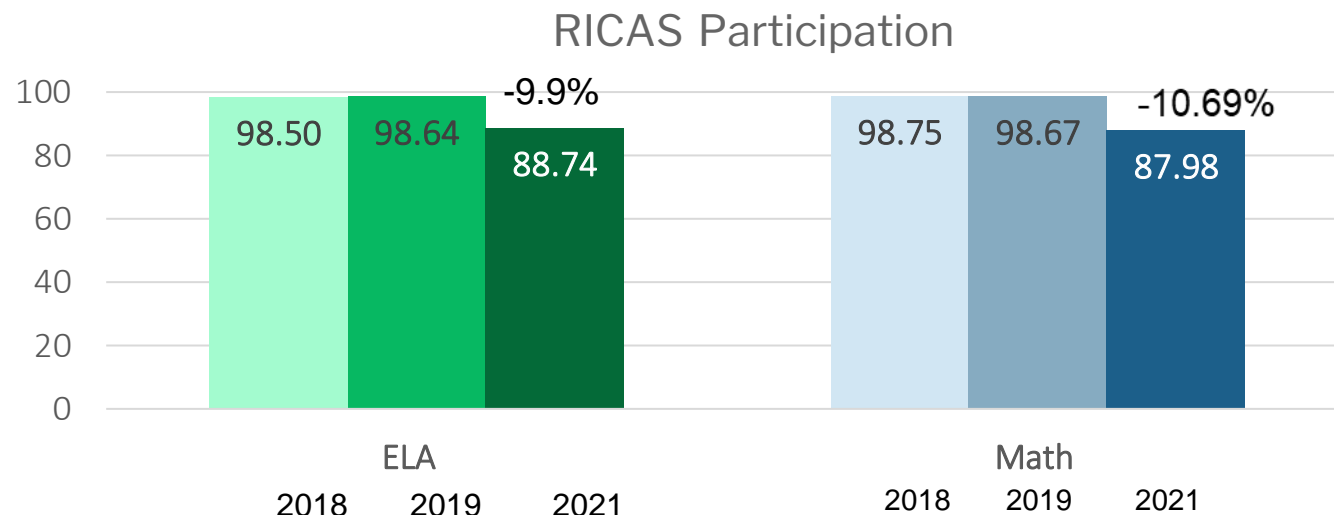
Takeaway 2: Participation Rates Declined

What the data tells us:

- Across all state assessments in mathematics and ELA, participation rates declined from 2019.
- The decline in participation for **RICAS** is **10%** points.
- For **SAT**, the decline was approximately **9%** points.
- In general, fewer students who are economically disadvantaged, differently abled, or are homeless took assessments last spring.

How RI is addressing this:

- Provide funding for interim assessments to measure and monitor student learning across the 2021-2022 school year.
- Encourage schools to assess students who did not participate in state assessments last year using local assessments to identify gaps in learning and provide targeted supports.



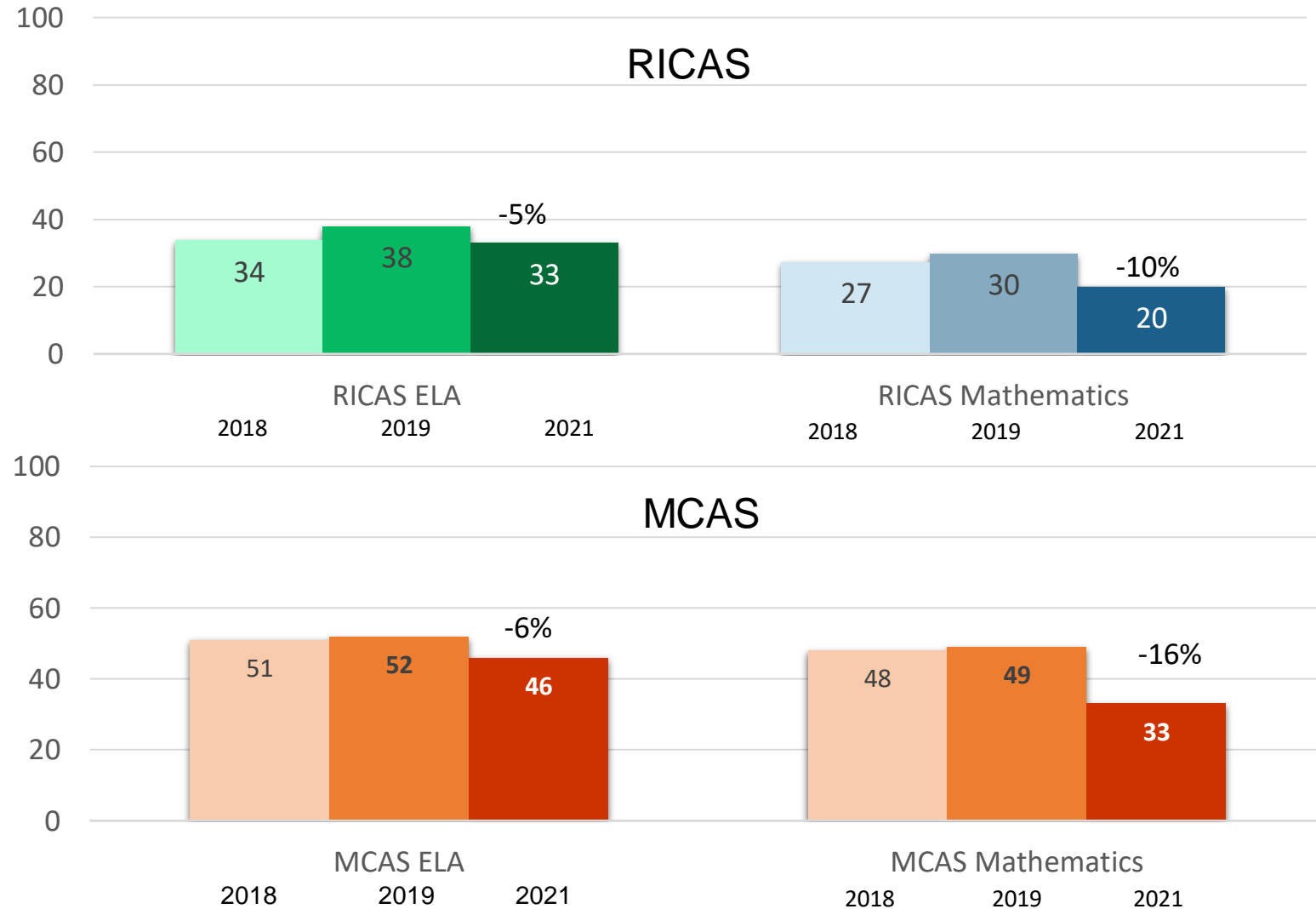
Takeaway 3: Cross-State Comparisons

What the data tells us:

- Rhode Island isn't an outlier; Massachusetts also lost ground due to the pandemic.
- MA suffered a steeper drop in mathematics scores & slightly in ELA scores.
- RI remains behind in its overall scores.

How we're addressing this:

- Adopted the RI Core Standards aligned with Massachusetts Frameworks.
- Support curriculum adoption and implementation.
- Expand statewide supports for high-dosage tutoring.
- Establish partnerships with CBOs for out-of-school learning opportunities and social-emotional learning.



Takeaway 4: Performance by Urbanicity

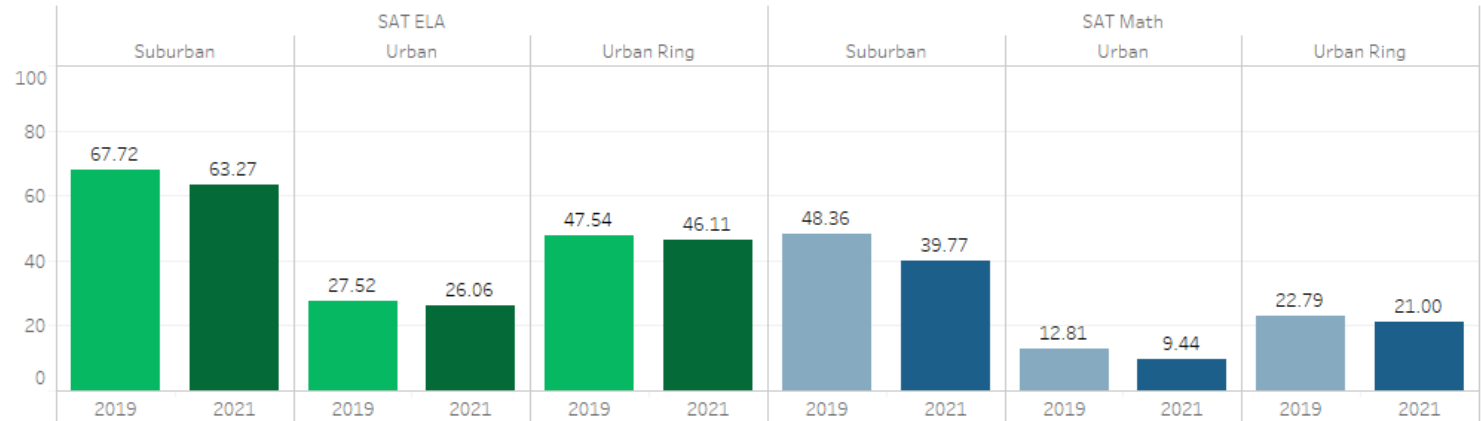
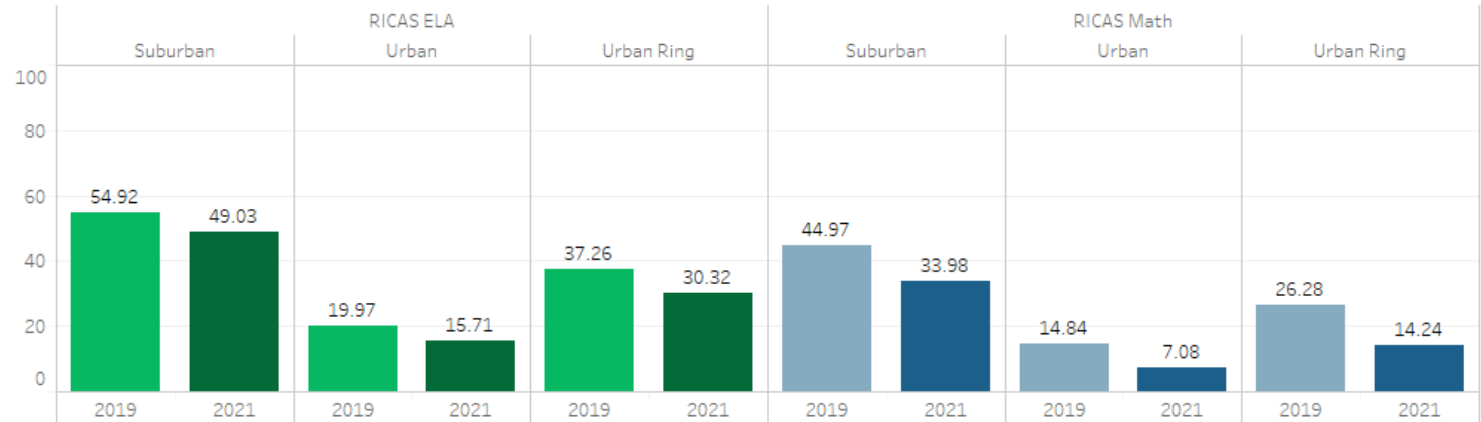
What the data tells us:

- RICAS scores in suburban districts are comparable to overall scores in Massachusetts.
- A wide gap persists between the performance of suburban districts and urban districts.

How we're addressing this:

- We're using LEAP Task Force recommendations to accelerate learning through the All Course Network (ACN) serving students statewide.
- The ACN offers SAT prep and classes that combine students from multiple areas, providing urban students greater access to suburban opportunity.

Percentage of Students Meeting or Exceeding Expectations in ELA and Math by Urbanicity

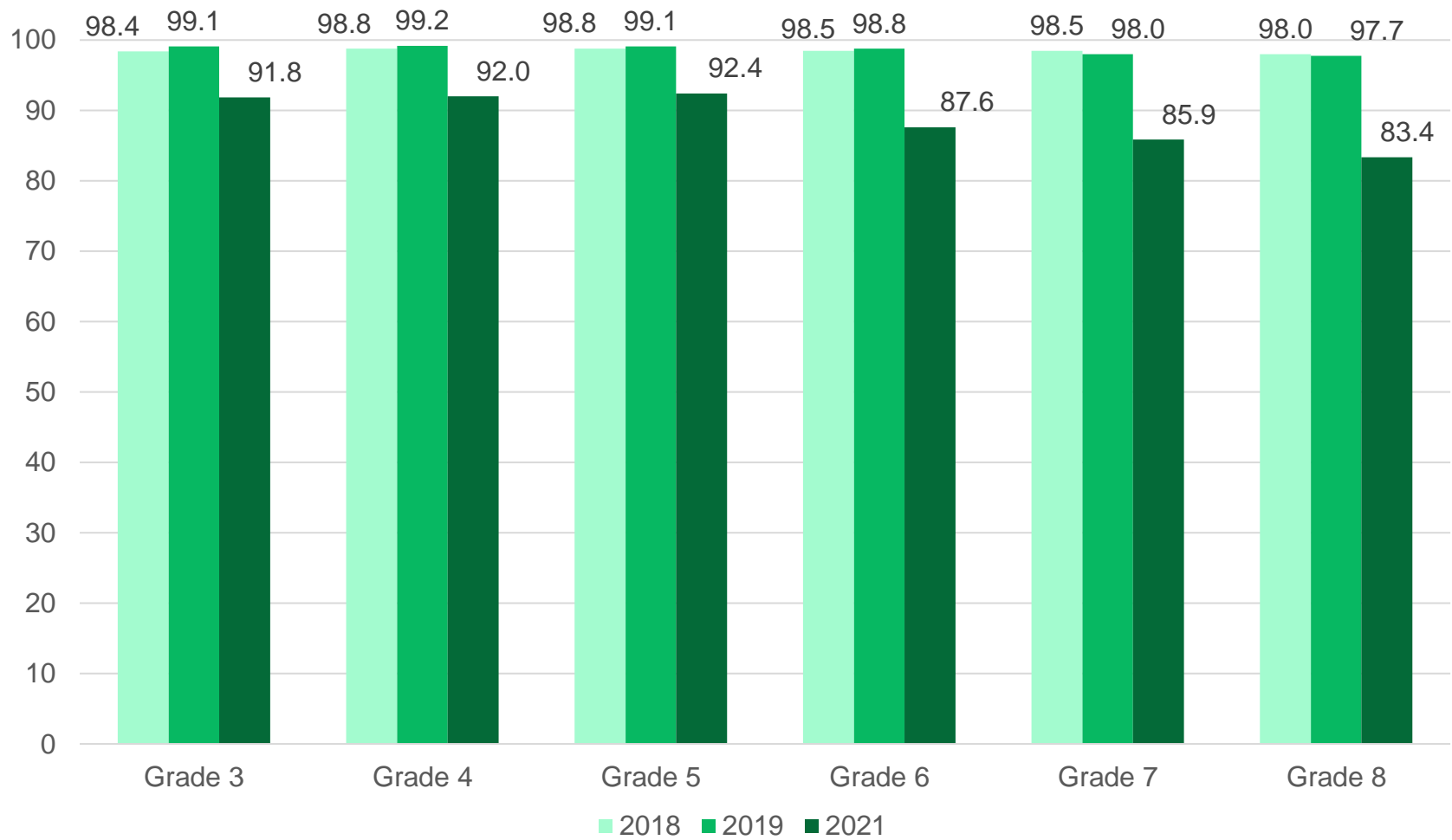


RICAS

English Language Arts

RICAS ELA: Statewide Participation by Grade Level

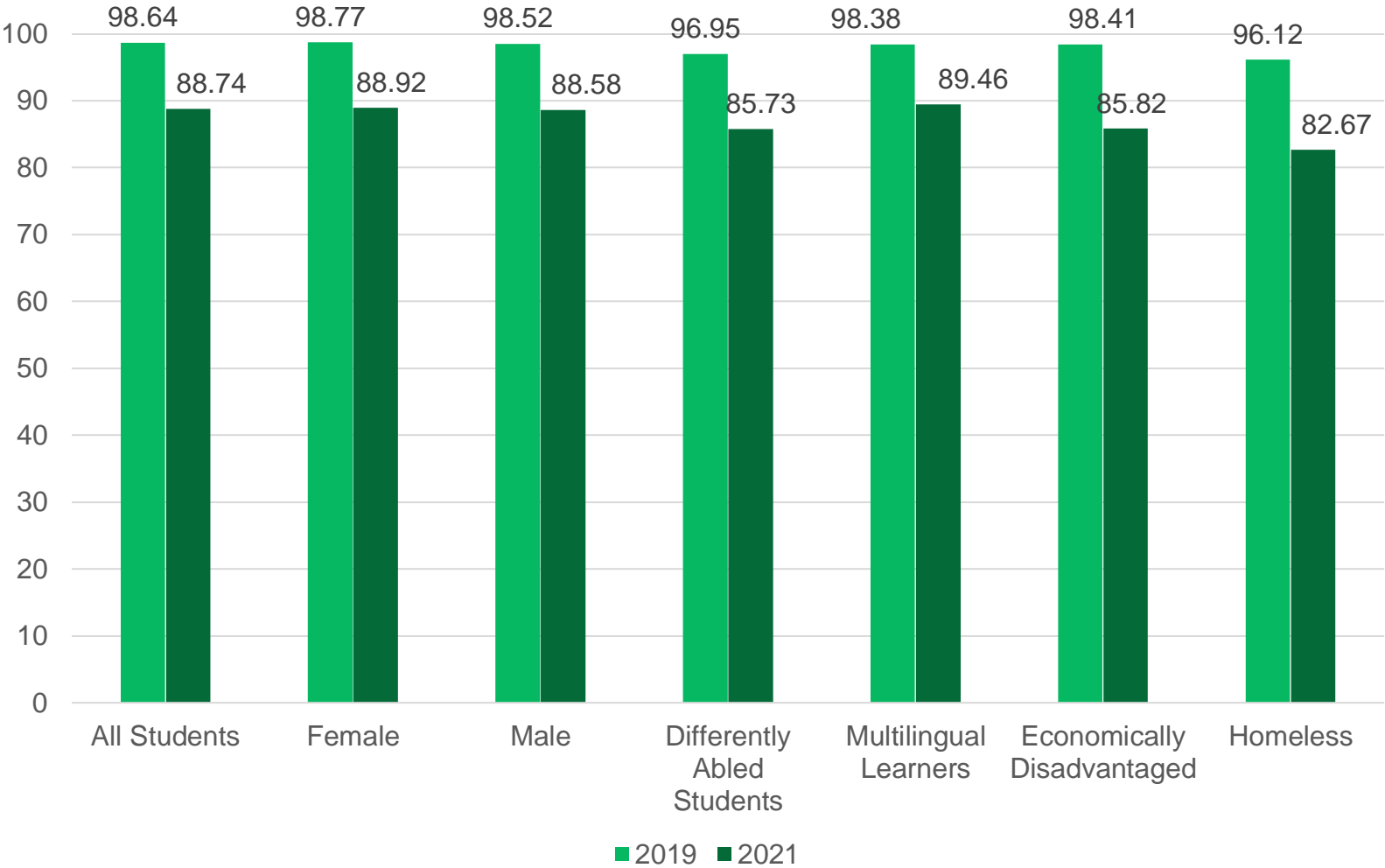
Middle school participation rates are **lower** than elementary with participation decreasing from 6th to 8th grade.



RICAS ELA: Participation by Subgroup

In ELA, participation by subgroup was disproportionately lower for differently abled, economically disadvantaged and homeless students than other students who participated.

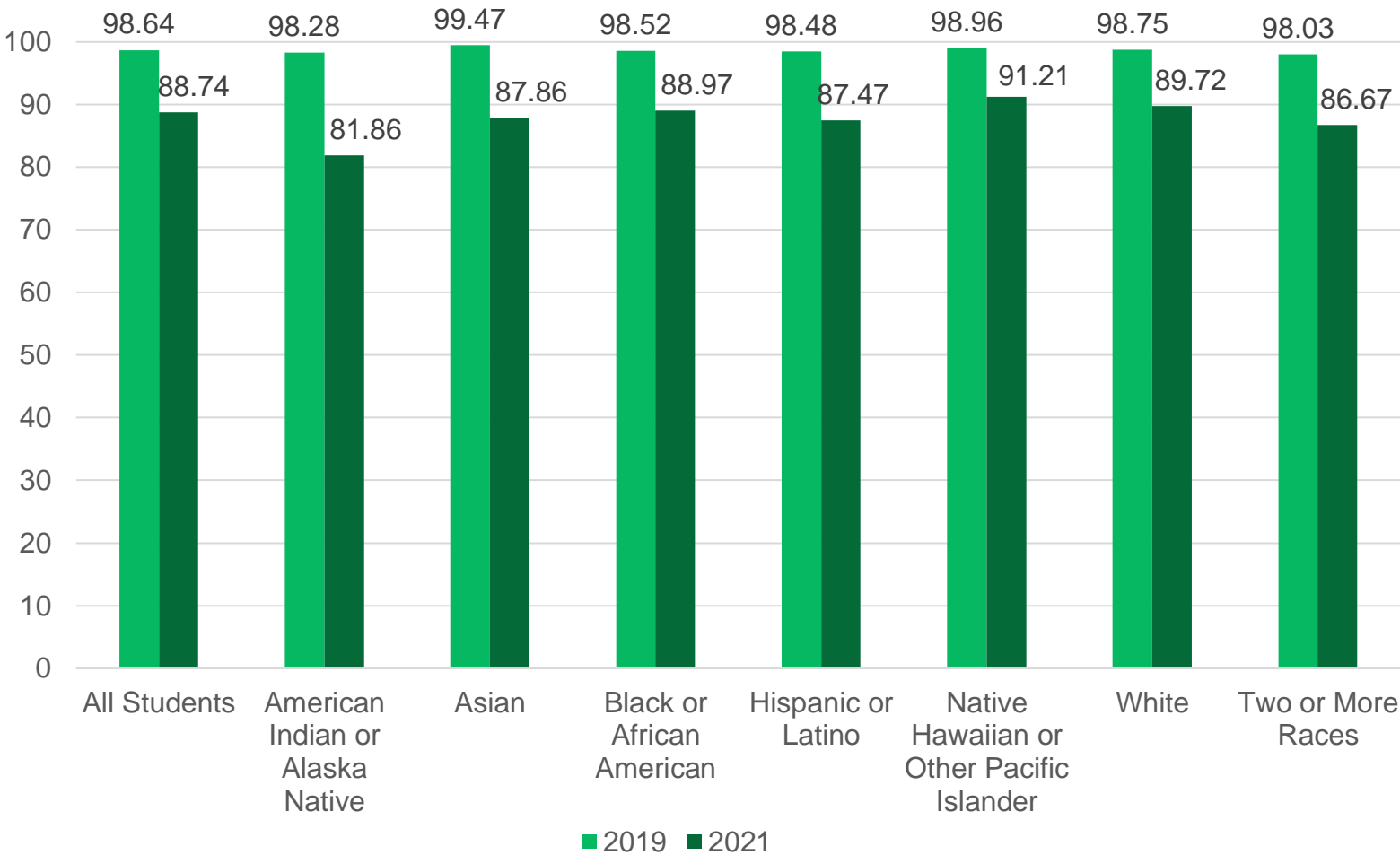
Subgroup	2019 ELA # Participation	2021 ELA # Participation
All Students	63155	55005
Female	30856	26848
Male	32299	28155
Differently Abled Students	9328	8238
Multilingual Learners	6128	6337
Economically Disadvantaged	31232	24648
Homeless	668	396



RICAS ELA: Participation by Race/Ethnicity

In ELA, participation rates for **American Indian or Alaskan Native** were **disproportionately lower** than other race/ethnicities, which had little variability.

Subgroup	2019 ELA # Participation	2021 ELA # Participation
All Students	63155	55005
American Indian or Alaska Native	458	397
Asian	2065	1817
Black or African American	5441	4945
Hispanic or Latino	16542	15254
Native Hawaiian or Other Pacific Islander	95	83
White	35612	29784
Two or More Races	2942	2725



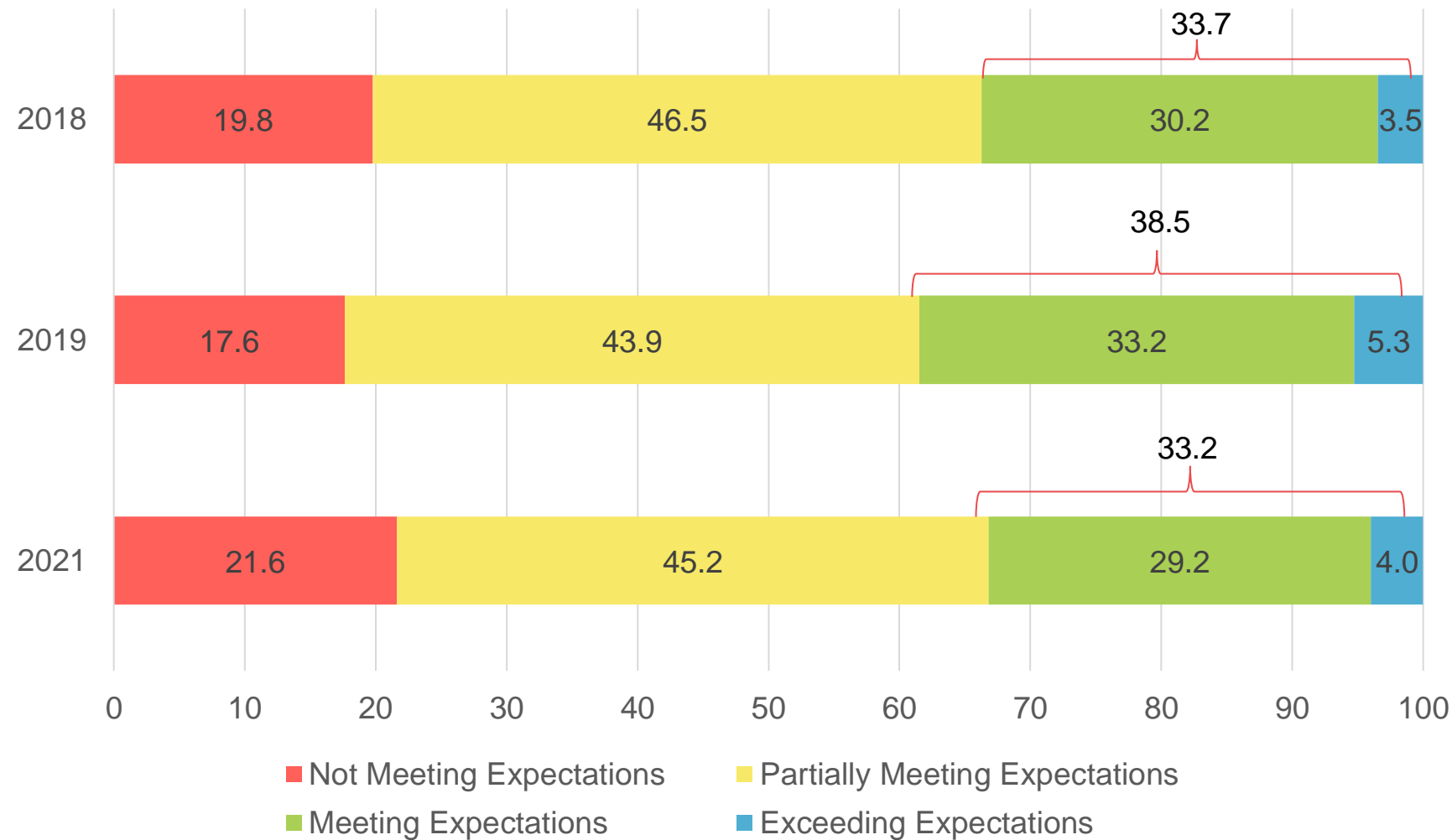
RICAS ELA: Statewide Performance Levels

In ELA, the percent of students not meeting or partially meeting expectations **increased**.

The percentage of students meeting and exceeding expectations in 2021 **decreased**.

One third of students meet or exceed expectations in ELA.

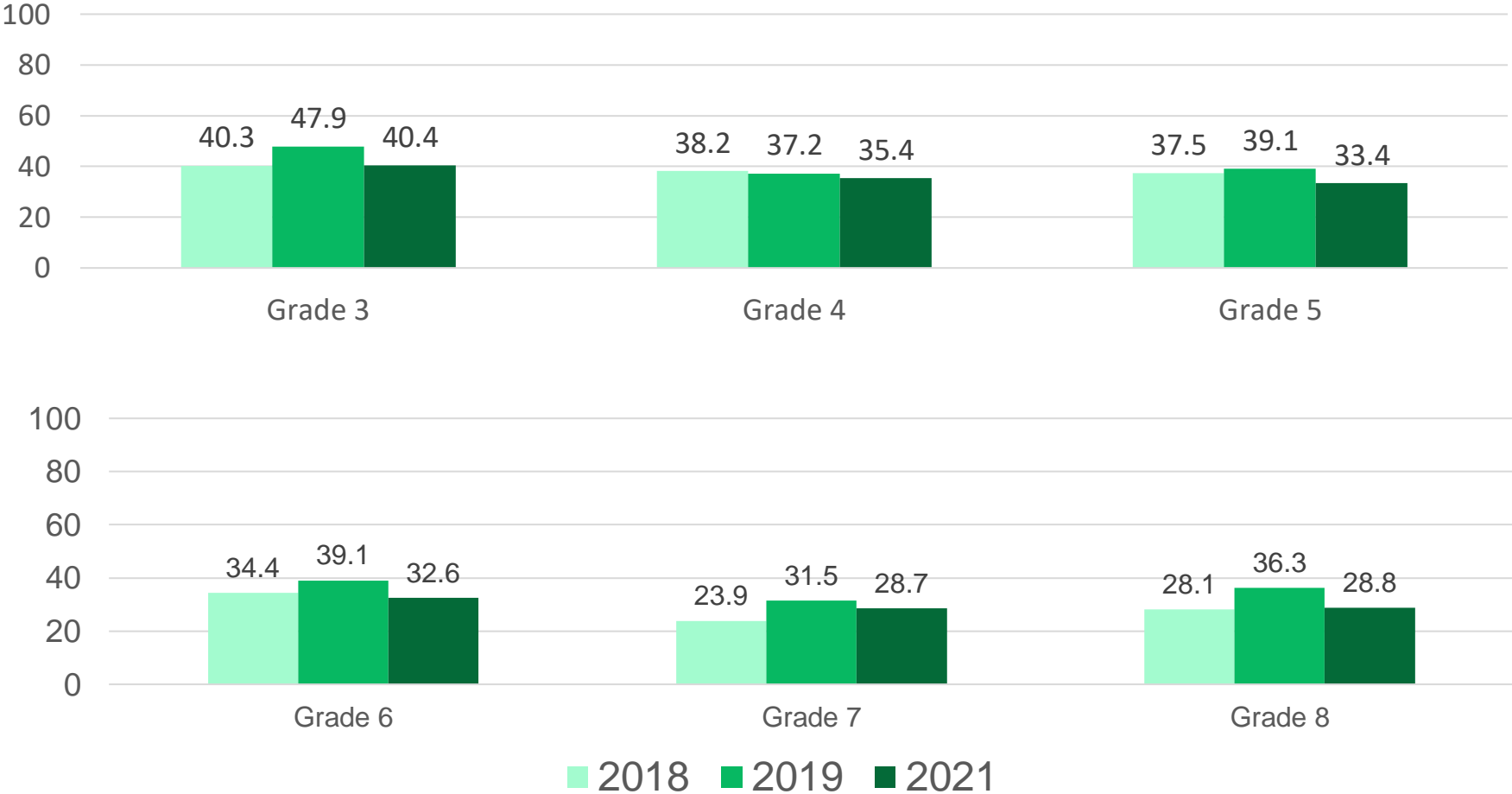
Year	ELA Number Tested
2018	63663
2019	63155
2021	55005



RICAS ELA: Percent of Students Meeting and Exceeding Expectations by Grade Level

All grade levels demonstrated **lower** performance in comparison to performance in 2019.

Decreases ranged from **1.8%** points in 4th grade to **7.5%** points in 3rd and 8th grades.



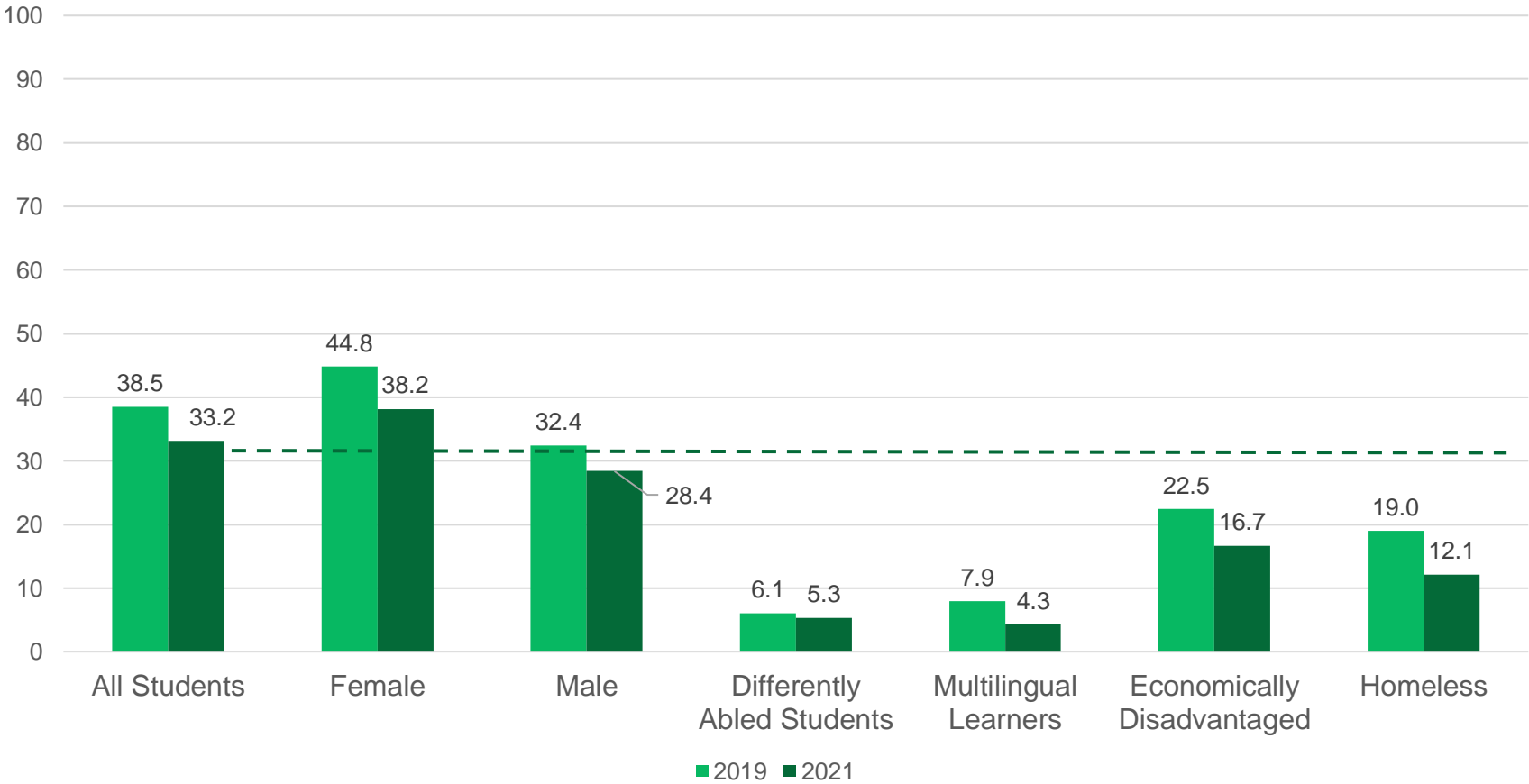
RICAS ELA: Percent of Students Meeting/Exceeding Expectations by Subgroup

In ELA, all subgroups demonstrated **lower** performance.

The **decrease** in females' proficiency was **greater** than that of males, though overall performance for female students is **higher** than males.

The dotted line represents the state average or "all students".

Subgroup	2019 ELA # Participation	2021 ELA # Participation
All Students	63155	55005
Female	30856	26848
Male	32299	28155
Differently Abled Students	9328	8238
Multilingual Learners	6128	6337
Economically Disadvantaged	31232	24648
Homeless	668	396



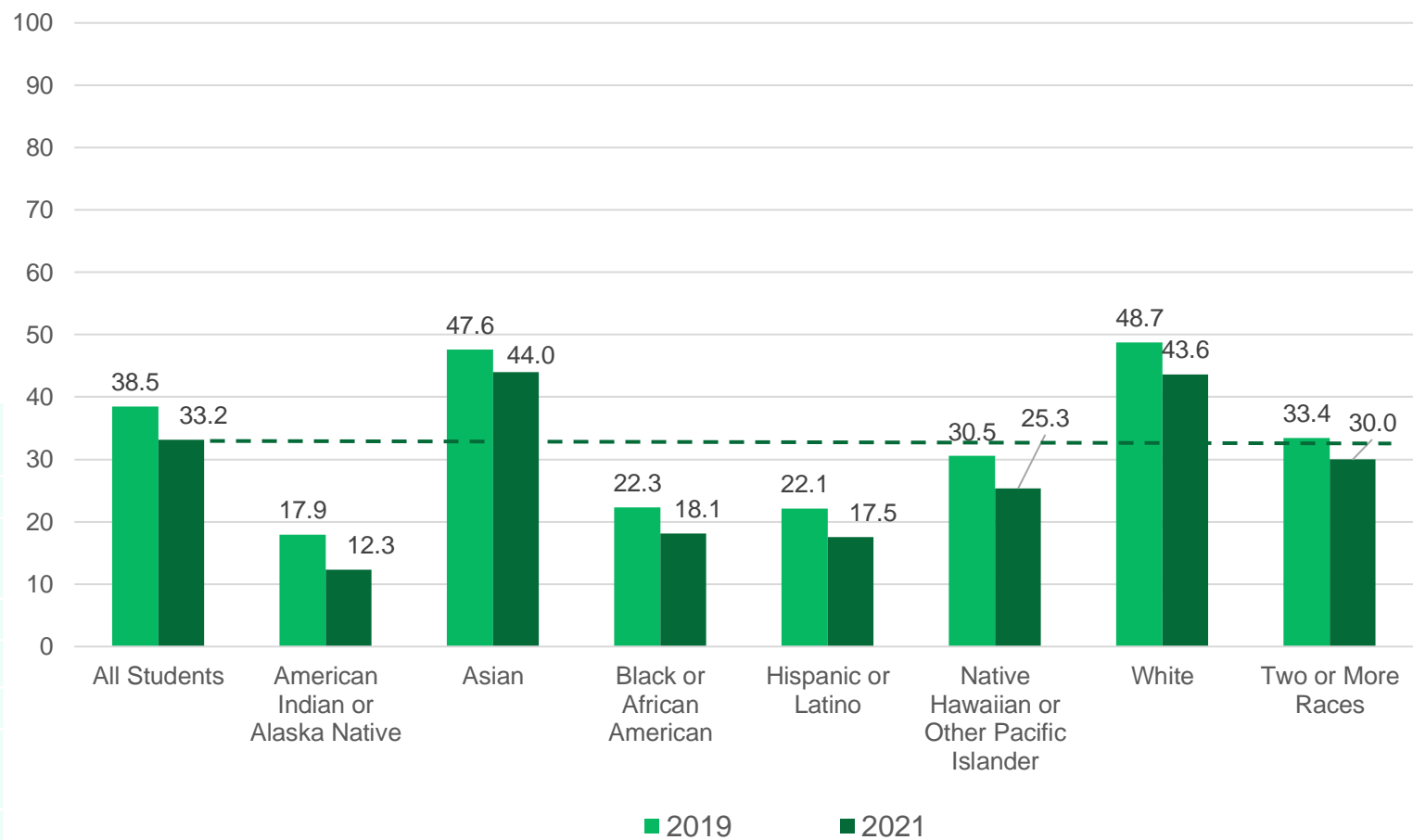
RICAS ELA: Percent of Students Meeting/Exceeding Expectations by Race/Ethnicity

In ELA, all race/ethnicity groups demonstrated lower performance in 2021.

Black or African American and **Two or More Races** decreased the least (4 points) in comparison with other race/ethnicities.

The dotted line represents the state average or "all students".

Subgroup	2019 ELA # Participation	2021 ELA # Participation
All Students	63155	55005
American Indian or Alaska Native	458	397
Asian	2065	1817
Black or African American	5441	4945
Hispanic or Latino	16542	15254
Native Hawaiian or Other Pacific Islander	95	83
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Two or More Races	2942	2725

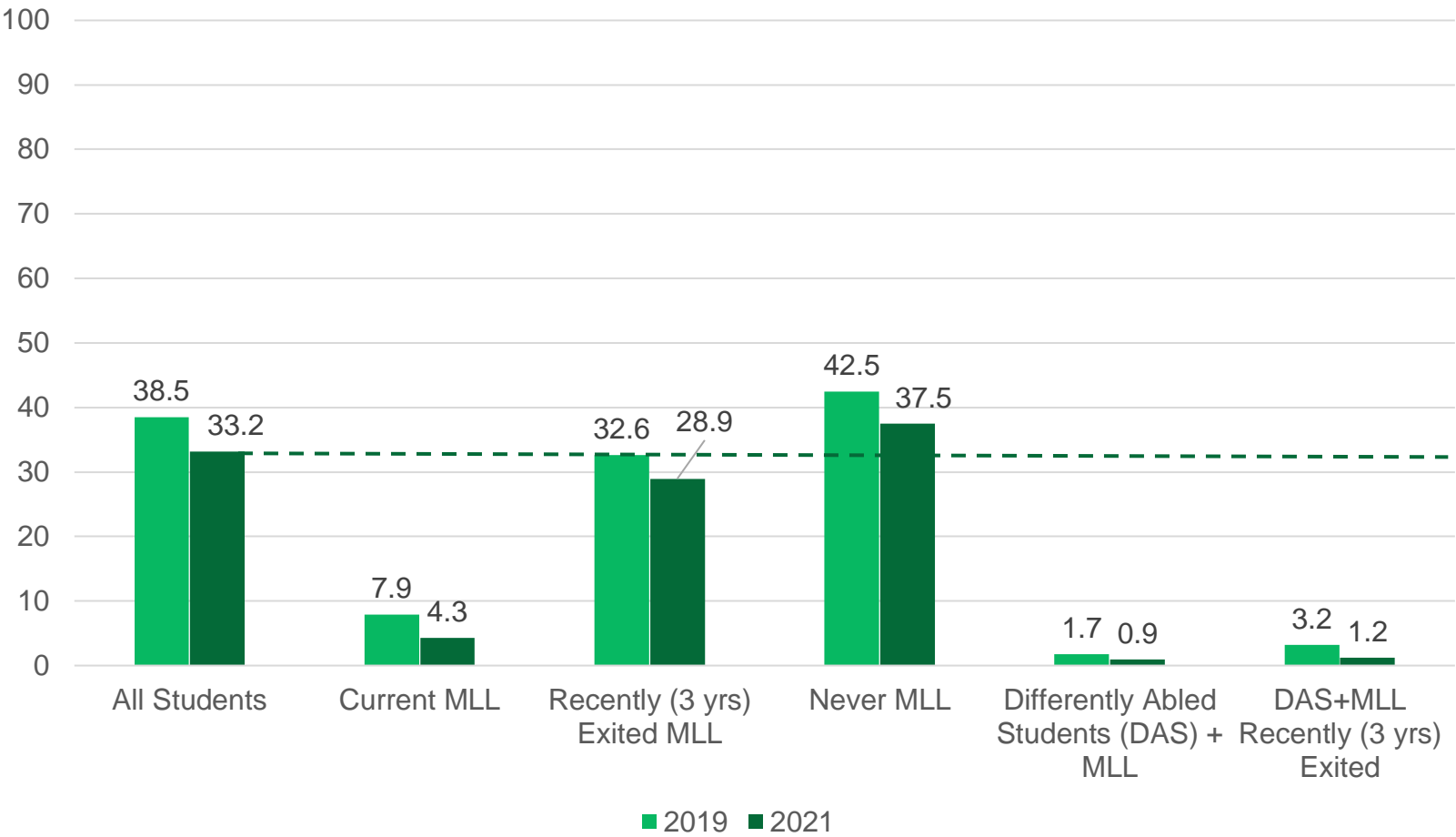


RICAS ELA: Meeting/Exceeding Expectations by Multilingual Learner Status

In ELA, **all subgroups demonstrated lower** performance.

Differently abled multilingual learners (MLLs) and differently abled exited MLLs continue to demonstrate proficiency below 2%. In other words, approximately 99% of those students are not meeting expectations.

Subgroup	2019 ELA # Participation	2021 ELA # Participation
All Students	63155	55005
Current MLLs	6128	6337
Recently (3 yrs) Exited MLLs	1620	1666
Never MLL	53510	45967
Differently Abled Students (DAS) + MLL	1211	1217
DAS + MLL Recently (3yrs) Exited	157	81



RICAS ELA with ACCESS: Performance by English Language Proficiency

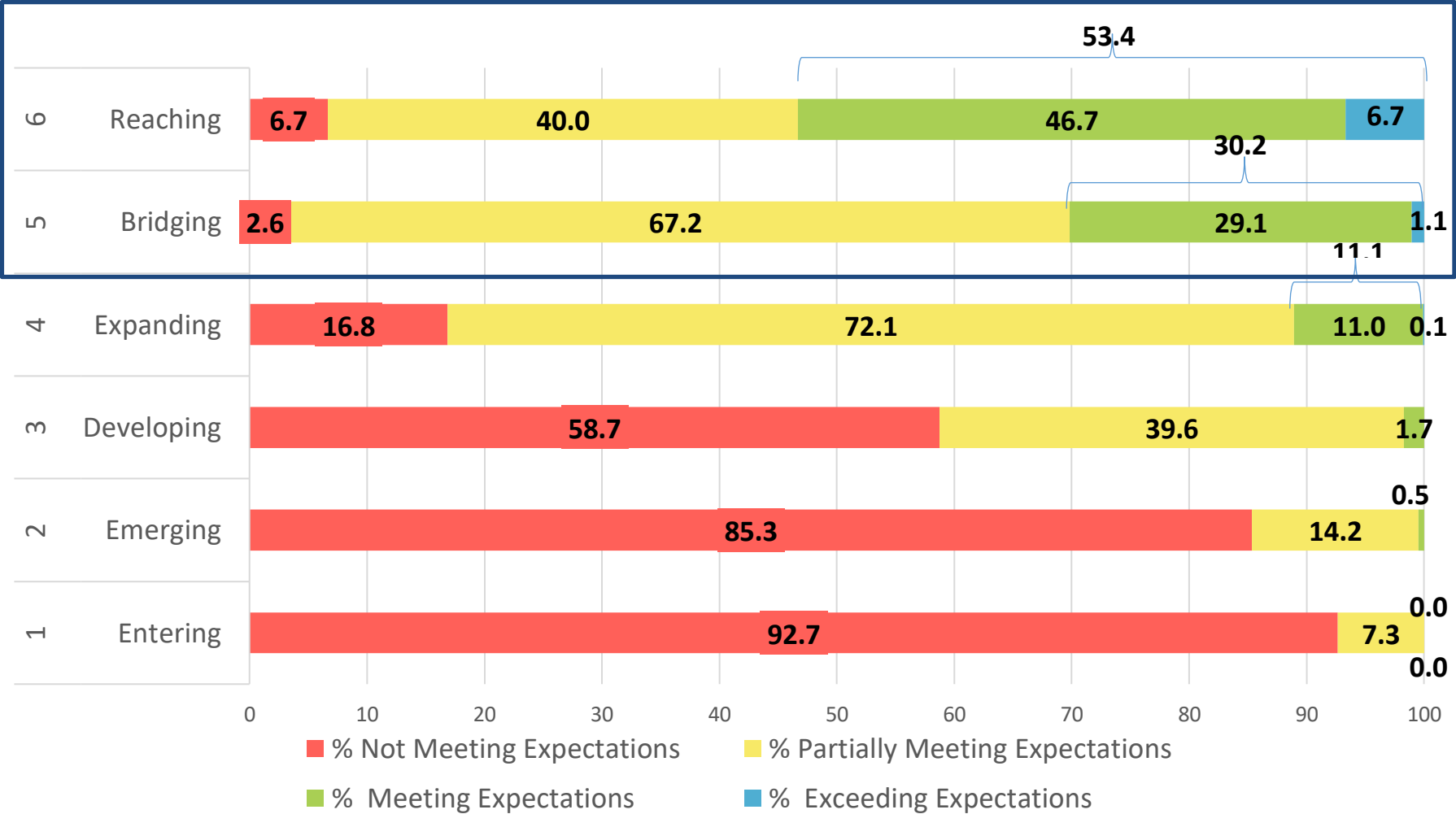


ACCESS Levels 5 & 6 signify English Language proficiency for **multilingual learners** and where MLLs typically exit MLL services.

30% of students at the Bridging level of English proficiency also meet or exceed expectations on RICAS ELA.

53% of students at the highest level of English proficiency, Reaching, meet or exceed expectations.

The **Blueprint for Multilingual Learner Success** outlines systemic actions needed to improve.



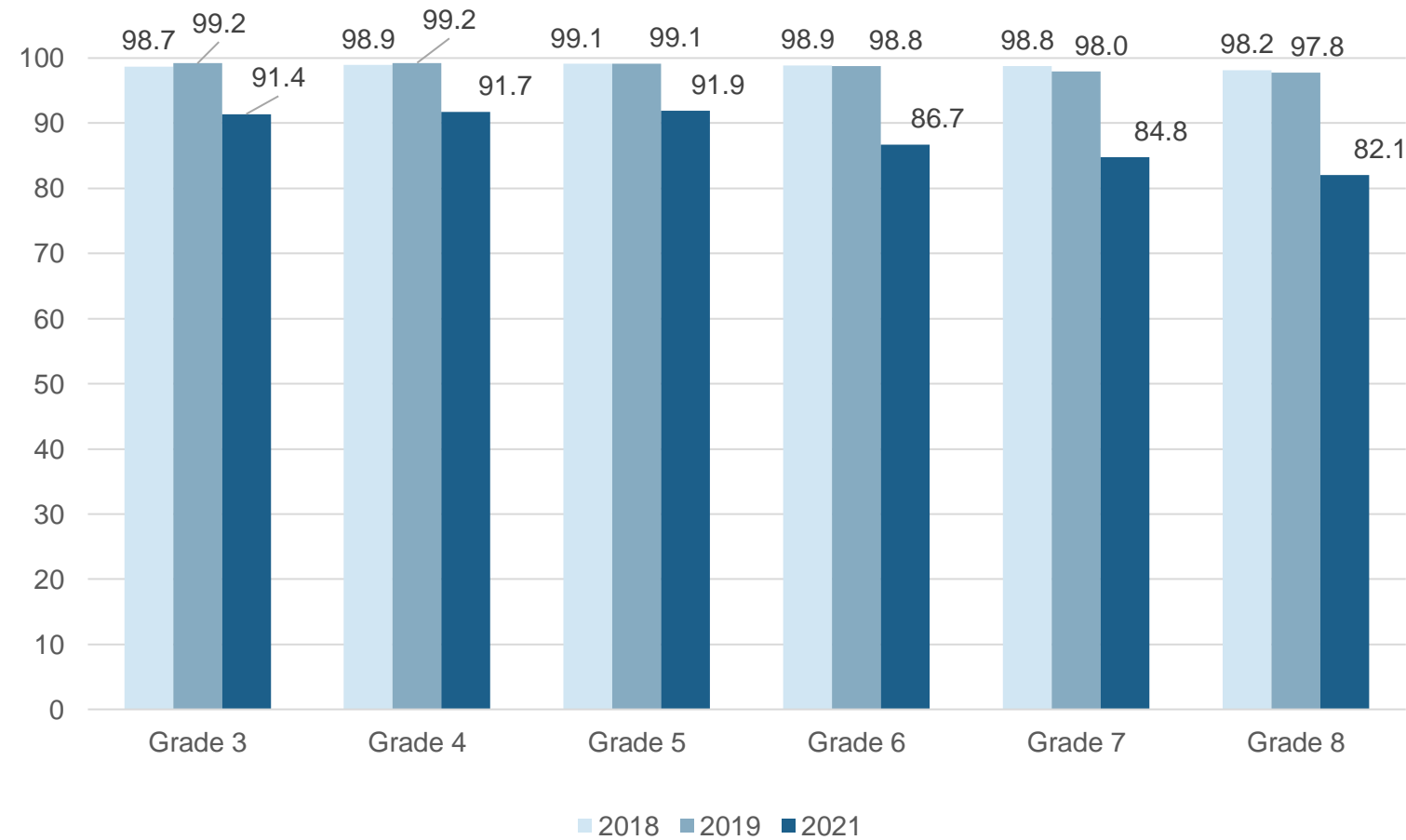
RICAS Mathematics



RICAS Math: Statewide Participation by Grade Level

Similar to ELA, middle school participation rates are **lower** than elementary with participation decreasing from 6th to 8th grade.

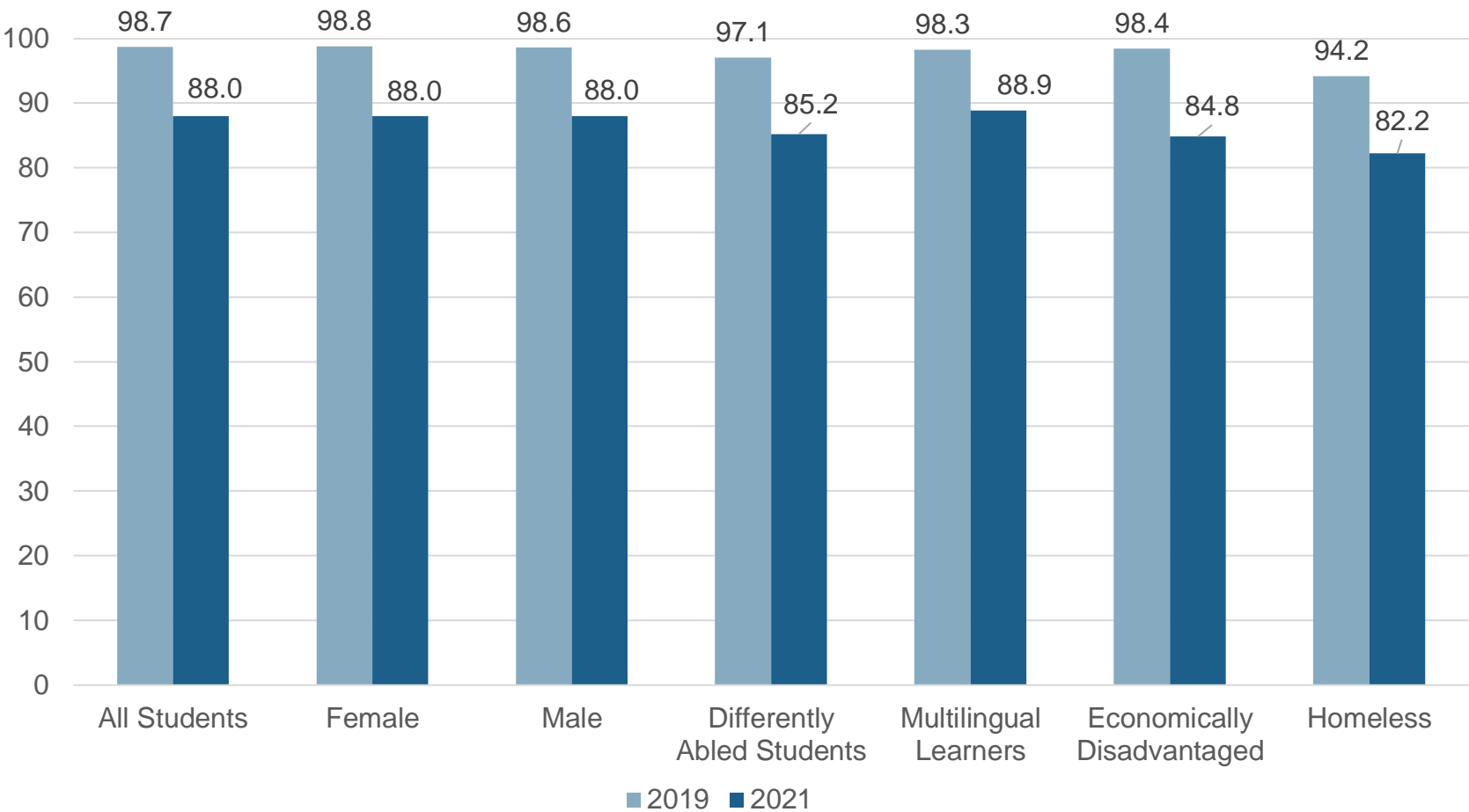
Grade	2018 Math # Participation	2019 Math # Participation	2021 Math # Participation
3	10452	10313	9065
4	10808	10506	9237
5	10993	10806	9432
6	10715	10910	8936
7	10673	10714	9060
8	10827	10607	8981



RICAS Math: Participation by Subgroup

In math, participation rates for **differently abled, homeless, and economically disadvantaged students** are disproportionately **lower** than students who are not in those subgroups.

Subgroup	2019 Math # Participation	2021 Math # Participation
All Students	63856	54711
Female	31179	26649
Male	32677	28060
Differently Abled Students	9346	8189
Multilingual Learners	6828	6480
Economically Disadvantaged	31717	24463
Homeless	663	398

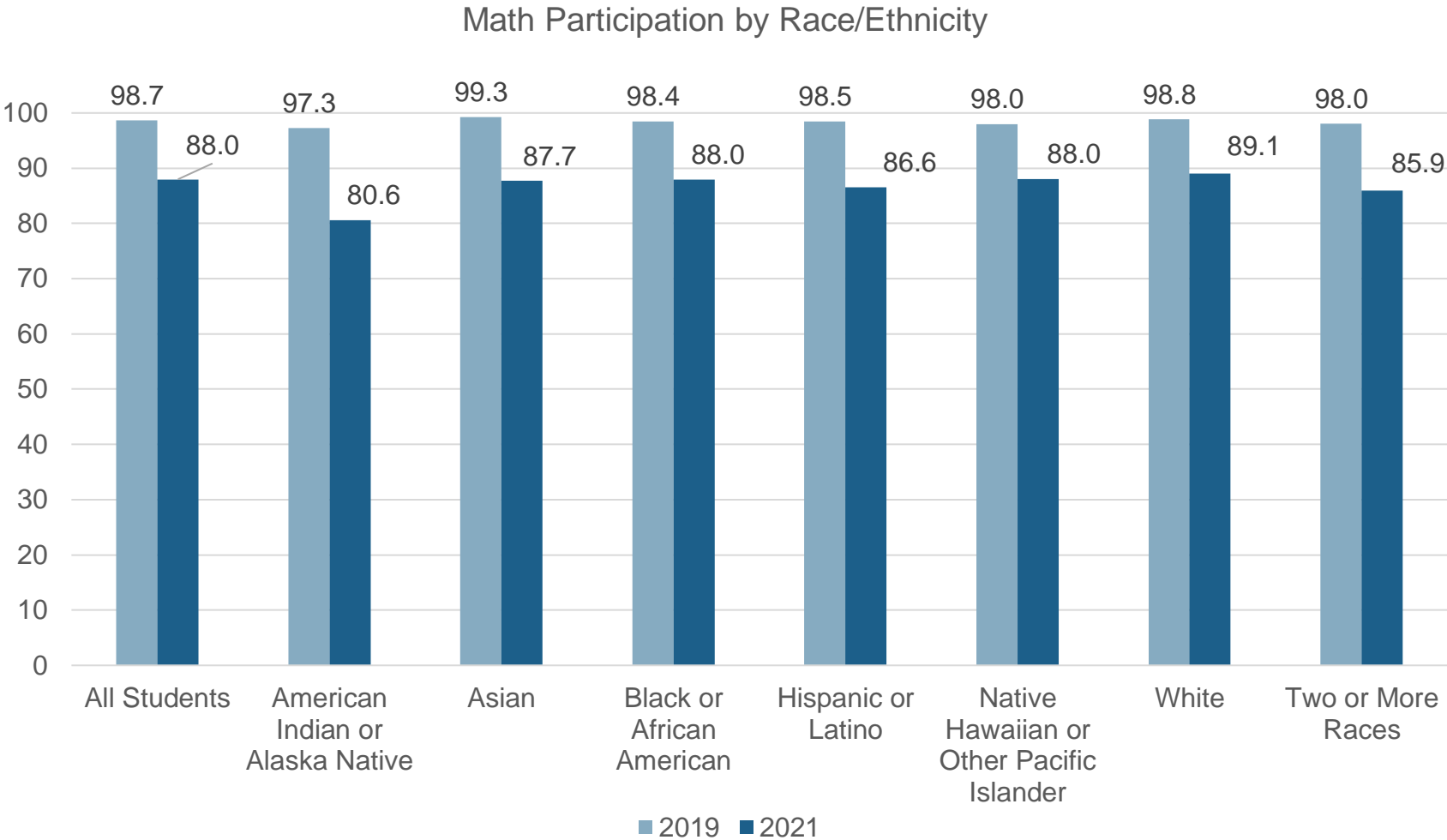


RICAS Math: Participation by Race/Ethnicity



In Mathematics, participation rates for **American Indian or Alaskan Native** were disproportionately **lower** than other race/ethnicities, which had little variability.

Subgroup	2019 Math # Participation	2021 Math # Participation
All Students	63856	54711
American Indian or Alaska Native	460	391
Asian	2107	1826
Black or African American	5520	4909
Hispanic or Latino	17034	15205
Native Hawaiian or Other Pacific Islander	96	81
White	35692	29595
Two or More Races	2947	2704



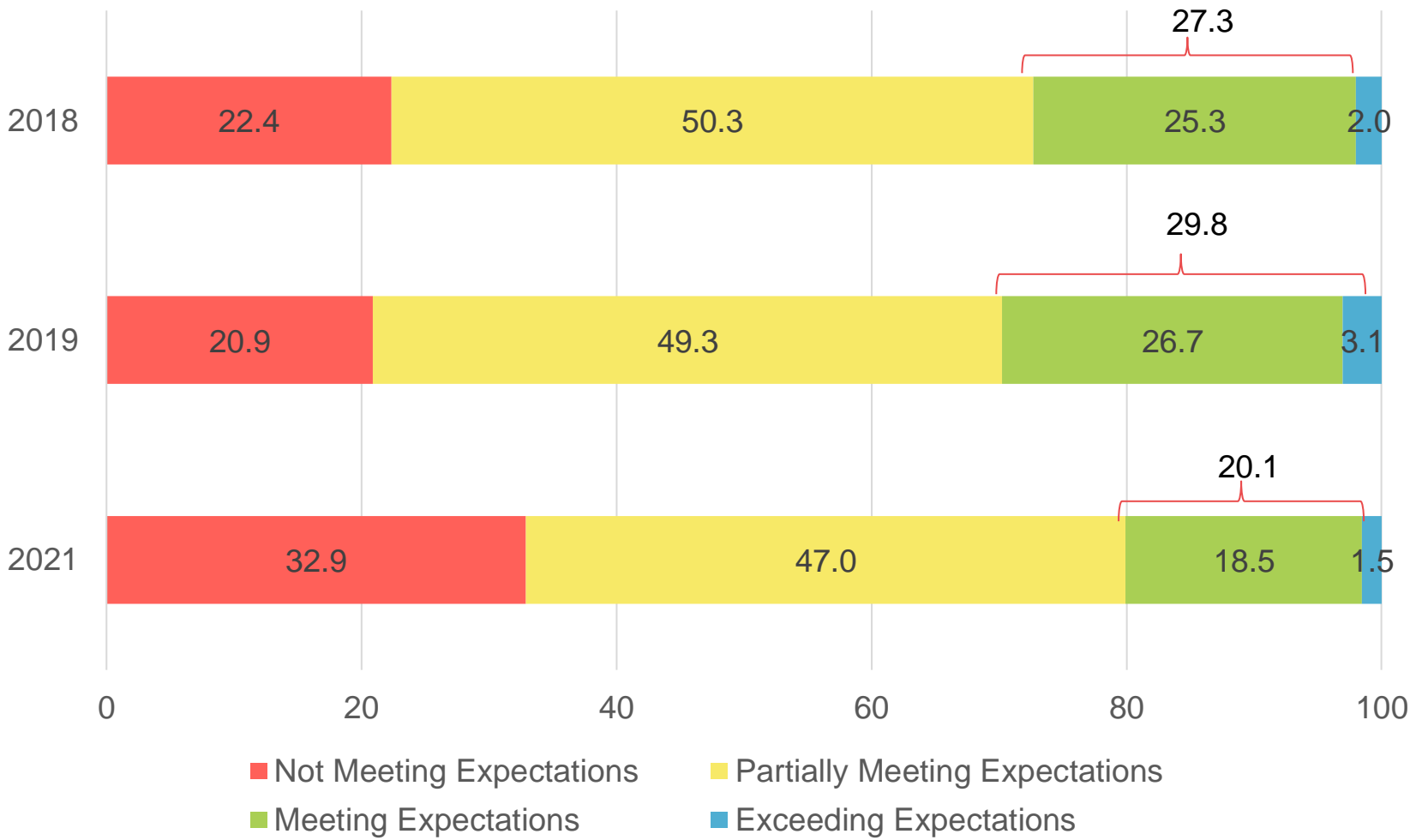
RICAS Math: Statewide Performance Levels

In math, the percent of students not meeting expectations **increased**.

The percentage of students meeting and exceeding expectations in 2021 **decreased**.

20% (or 1 in 5 students) of students are **proficient** in math in grades 3-8 for 2021.

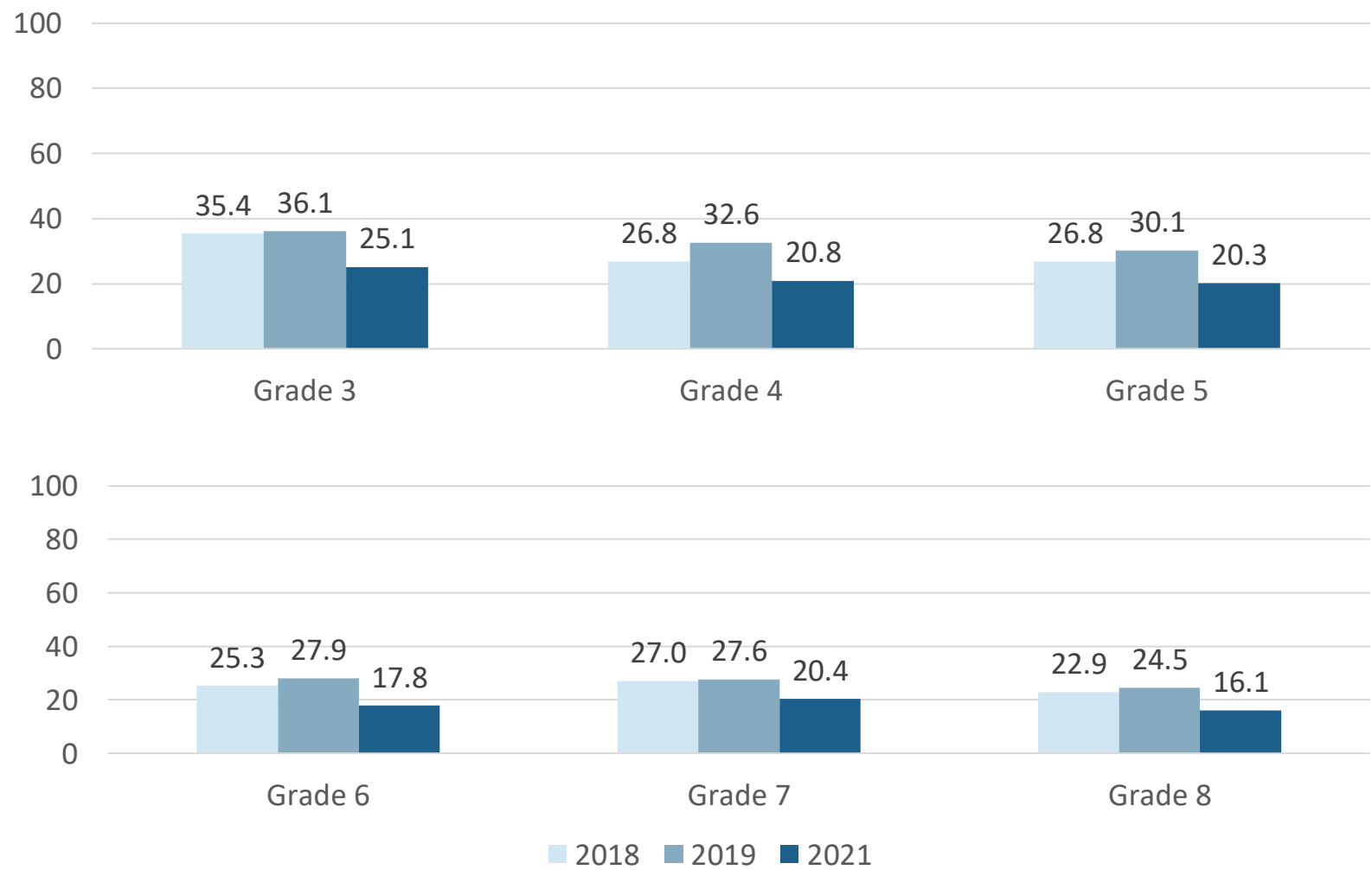
Year	Math Number Tested
2018	64468
2019	63856
2021	54711



RICAS Math: Percent of Students Meeting and Exceeding Expectations by Grade Level

All grade levels demonstrated lower performance in comparison to performance in 2019.

Decreases ranged from 7.3% points in 7th grade to 11.7% points in 4th grade.



RICAS Math: Meeting/Exceeding Expectations by Subgroup

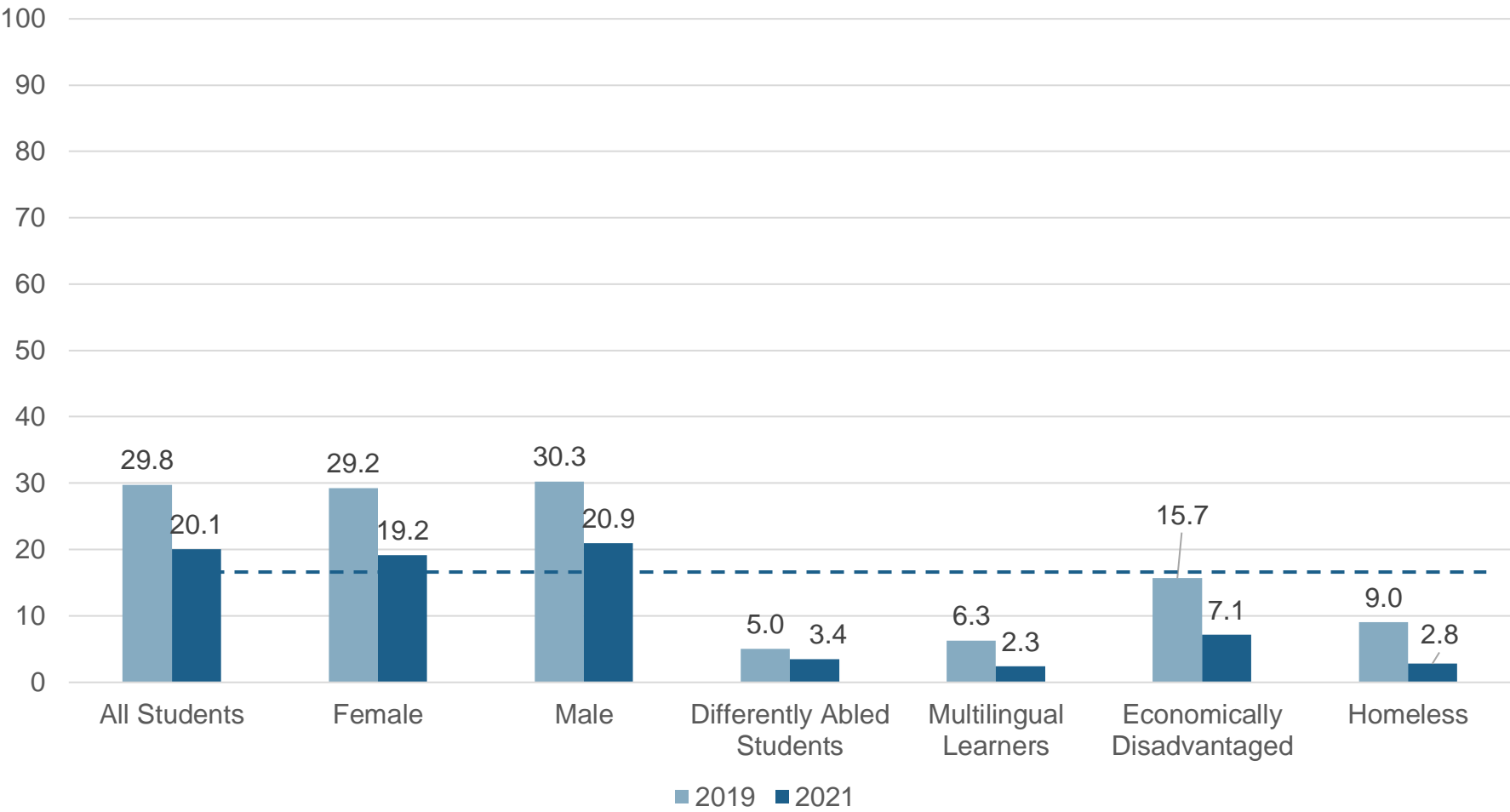


In math, all subgroups demonstrated **lower** performance than in 2019.

Less than **5%** of **differently abled students, multilingual learners, and homeless students** are meeting expectations.

The dotted line represents the state average or "all students".

Subgroup	2019 Math # Participation	2021 Math # Participation
All Students	63856	54711
Female	31179	26649
Male	32677	28060
Differently Abled Students	9346	8189
Multilingual Learners	6828	6480
Economically Disadvantaged	31717	24463
Homeless	663	398



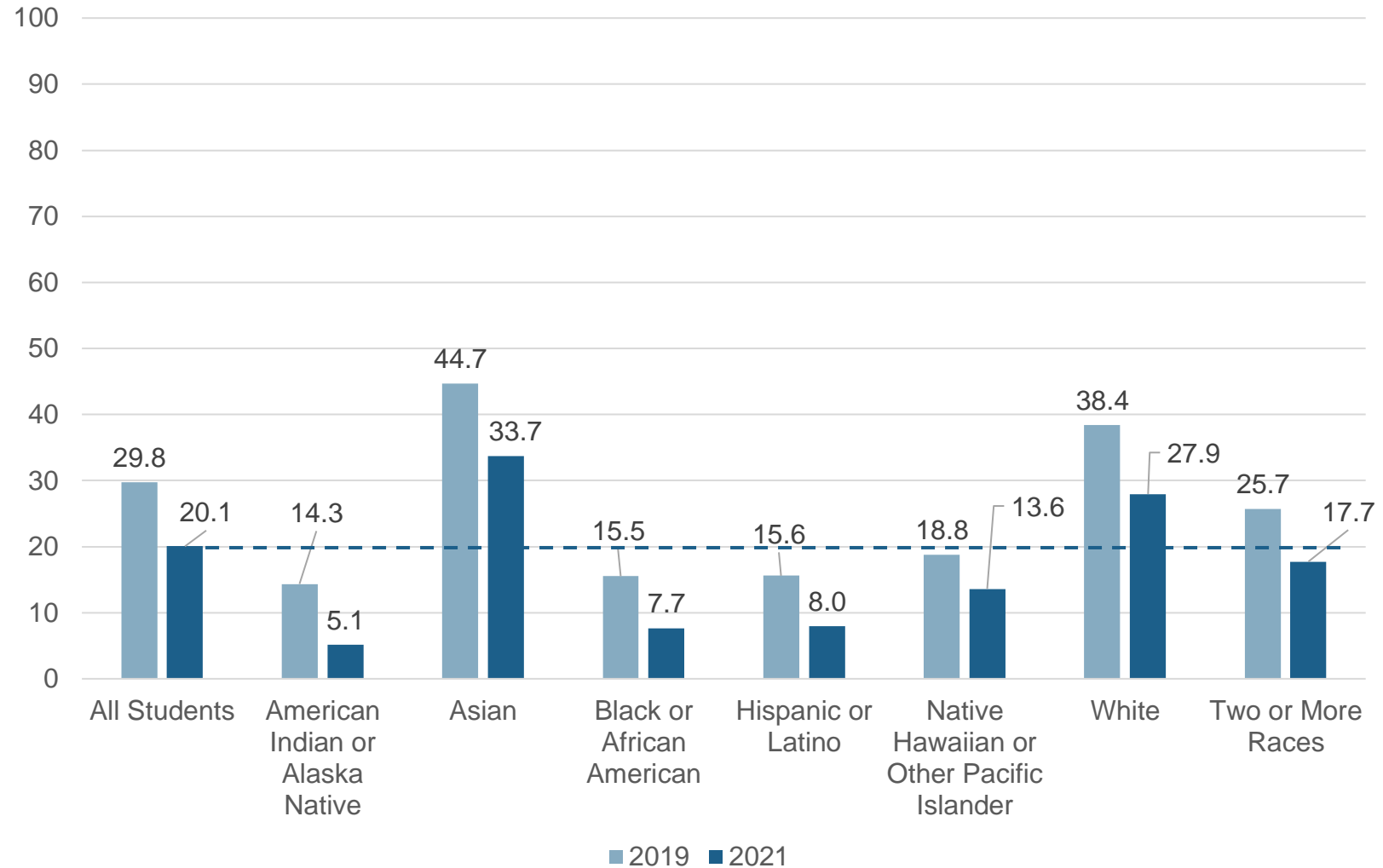
RICAS Math: Meeting/Exceeding Expectations by Race/Ethnicity

In math, all race/ethnicity groups demonstrated **lower** performance on average by **9%**.

Native Hawaiian or Other Pacific Islander dropped the least (**5%**) in comparison to other race/ethnicities, while **Asian** and **White** dropped the most (**11%**).

The dotted line represents the state average or "all students".

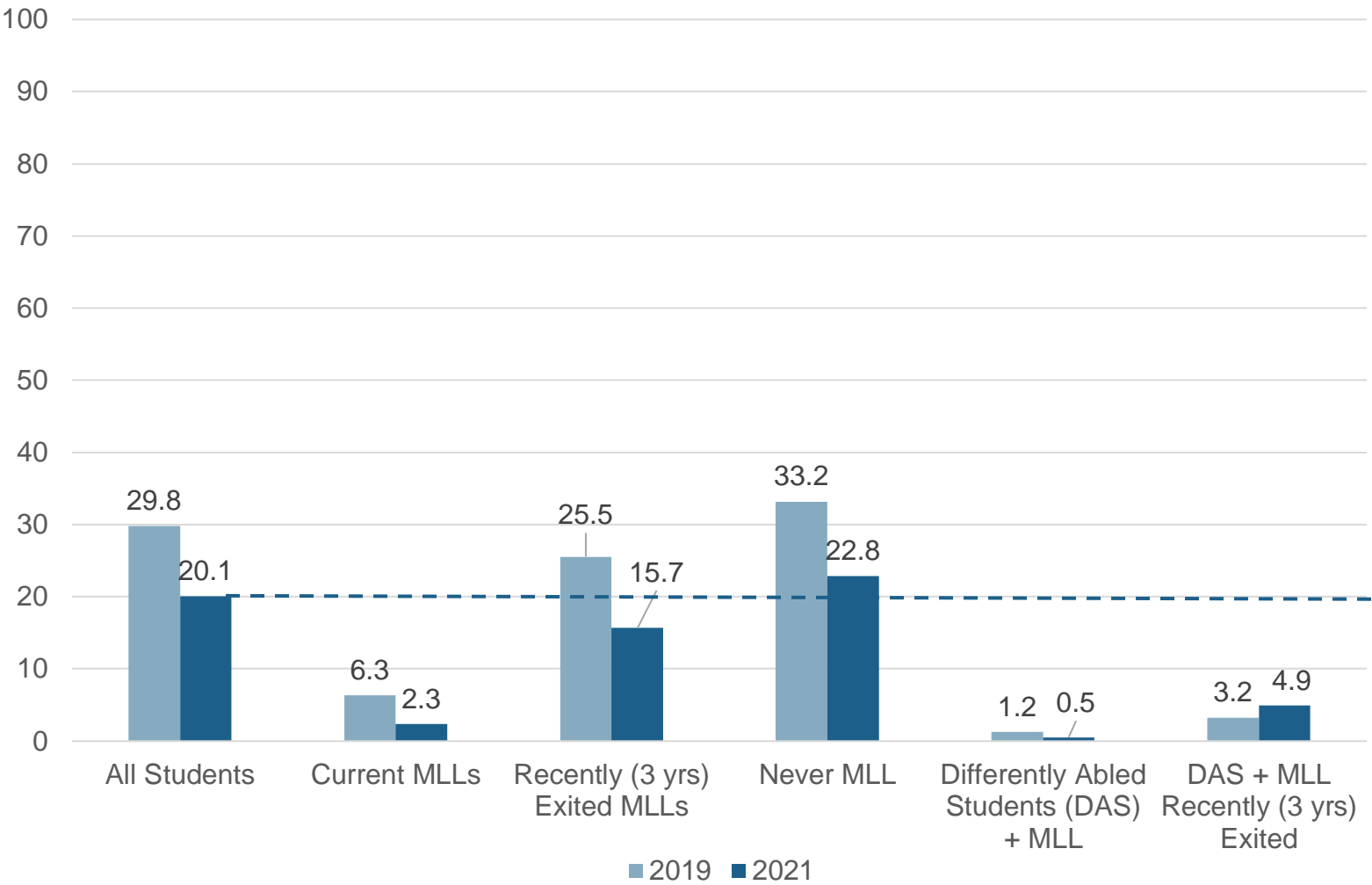
Subgroup	2019 Math # Participation	2021 Math # Participation
All Students	63856	54711
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Asian	2107	1826
Black or African American	5520	4909
Hispanic or Latino	17034	15205
Native Hawaiian or Other Pacific Islander	96	81
White	35692	29595
Two or More Races	2947	2704



RICAS Math: Meeting/Exceeding Expectations: Multilingual Learner Status

In math, all subgroups demonstrated **lower** performance.

Differently abled multilingual learners (MLLs) and **differently abled** exited MLLs continue to demonstrate proficiency below **5%**. In other words, **95%** or more of students in these groups are not meeting expectations.



Subgroup	2019 Math # Participation	2021 Math # Participation
All Students	63856	54711
Current MLLs	6828	6480
Recently (3 yrs) Exited MLLs	1618	1654
Never MLL	53514	45558
Differently Abled Students (DAS) + MLL	1214	1217
DAS + MLL Recently (3 yrs) Exited	156	82

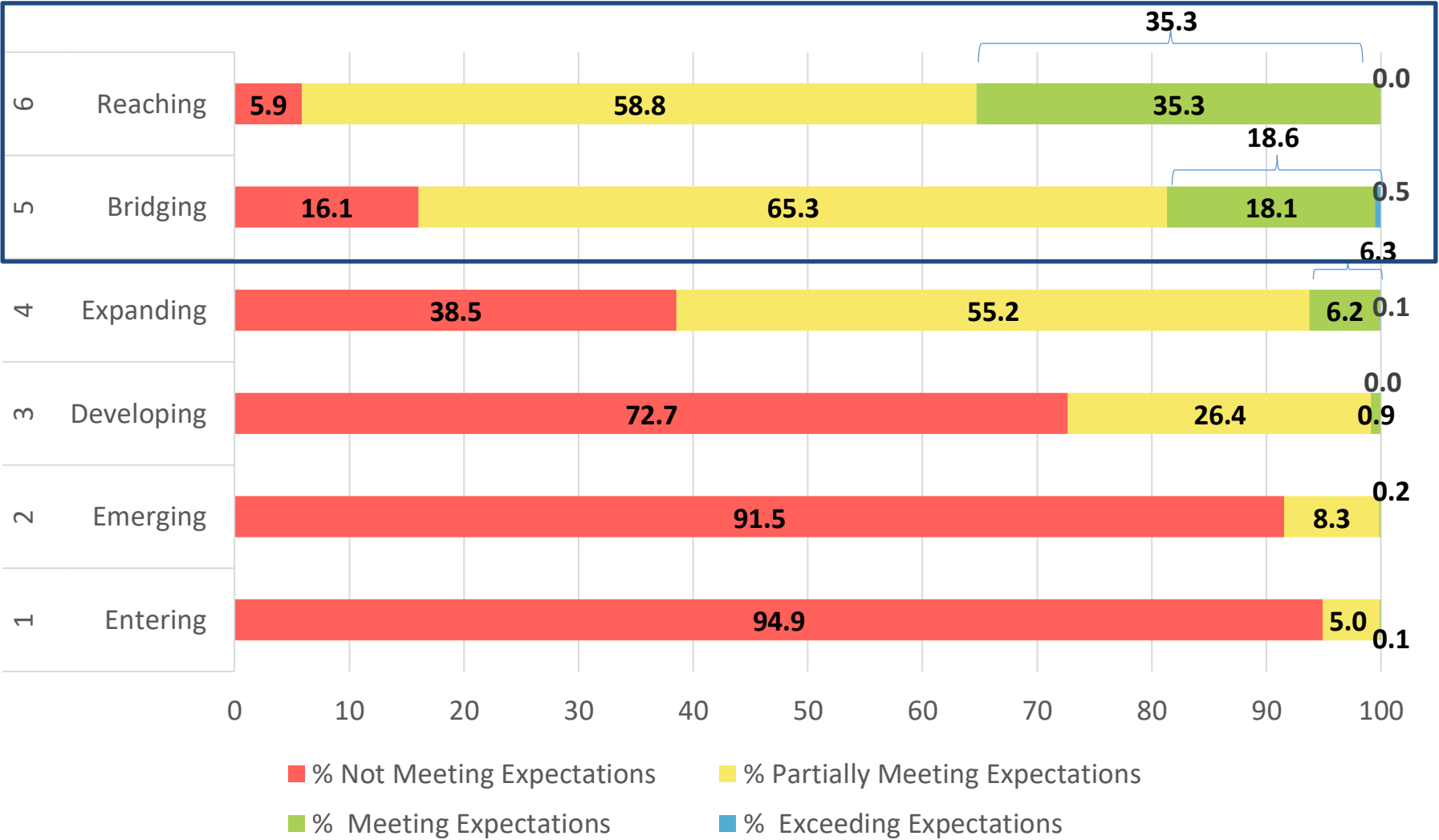
RICAS Math with ACCESS - Performance by English Language Proficiency

ACCESS Levels 5 & 6 signify English Language proficiency for multilingual learners and where MLLs typically exit MLL services.

19% of students at the Bridging level of English proficiency also **meet or exceed** expectations on RICAS math.

35% of students at the highest level of English proficiency, Reaching, meet or exceed expectations.

The **Blueprint for Multilingual Learner Success** outlines system actions for improvement.



SAT

English Language Arts and Mathematics Participation

SAT ELA and Math Participation



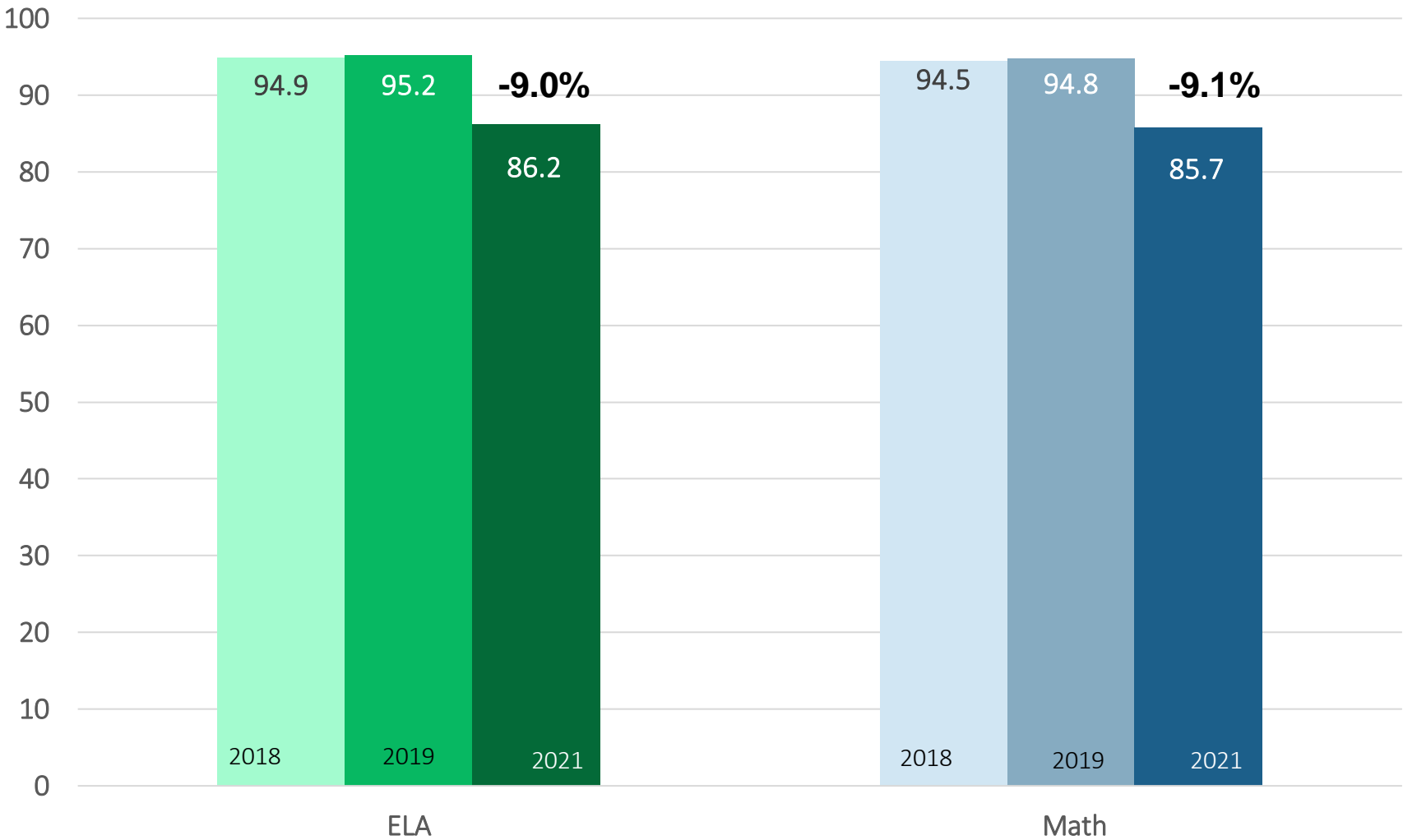
The federal requirement for participation across all tests and content areas is **95%**.

The **decrease** in participation across both ELA and math was approximately **9%** from 2019 to 2021.

In a typical year, RI would not meet requirements for participation.

This **decrease was expected** due to the challenges of the COVID-19 pandemic.

	2018	2019	2021
ELA	9718	9895	9085
Math	9706	9882	9049



SAT ELA: Participation by Subgroup

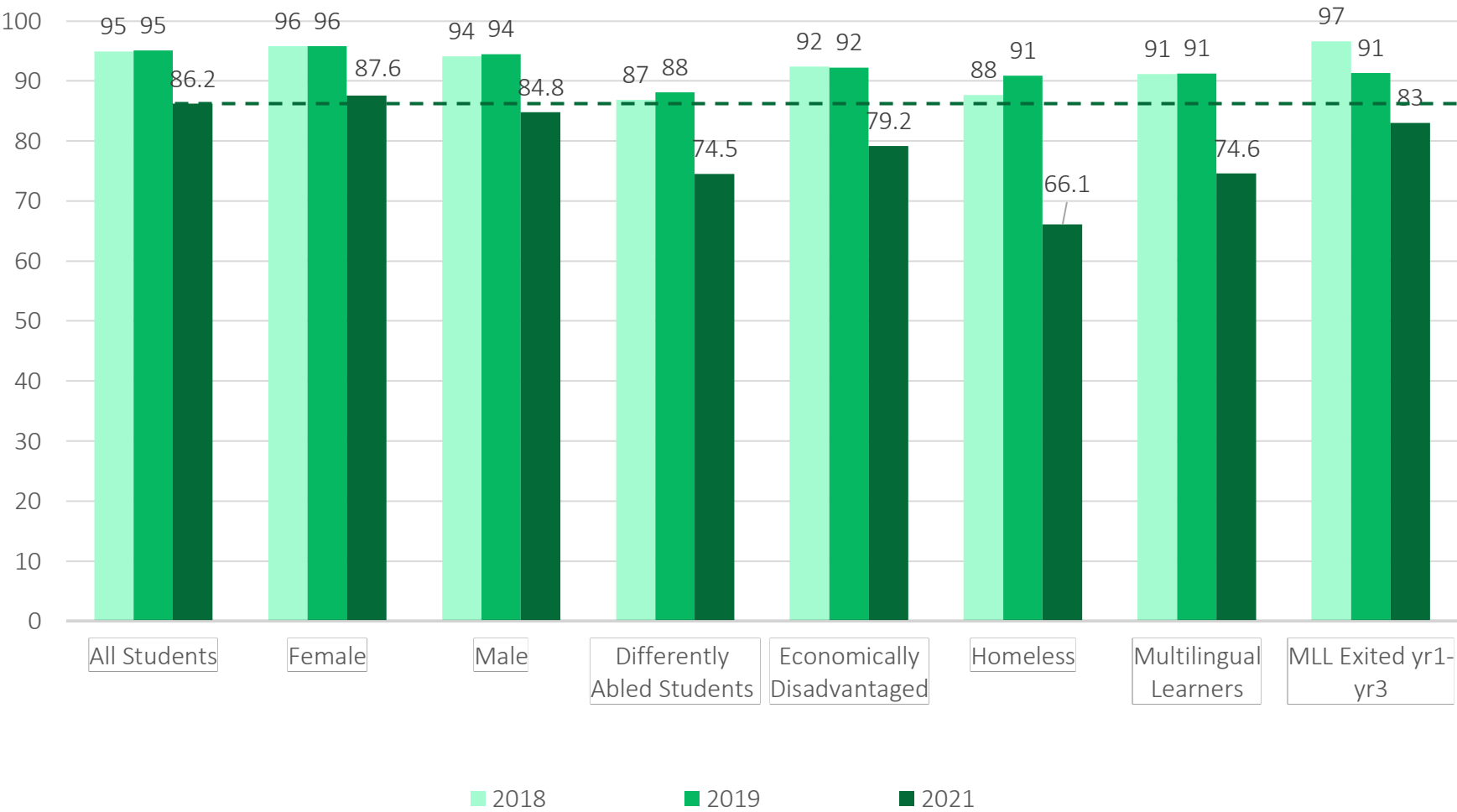
The federal requirement for participation is typically **95%**.

Rhode Island **met this requirement** for **all students, female students, and multilingual learner (MLL) students** who exited their programs in 2018 and 2019.

The percent of students who participated in 2021 **decreased** by almost **9% points**.

The largest **decrease** in participation was among **homeless students** whose participation declined by **33% points**

	2018	2019	2021
All Students	9718	9895	9085
Female	4867	4834	4523
Male	4851	5061	4558
Differently Abled Students	1139	1111	1059
Economically Disadvantaged	4042	4058	3296
Homeless	64	60	39
Multilingual Learners	652	813	671
MLL Exited yr1-yr3	170	137	78



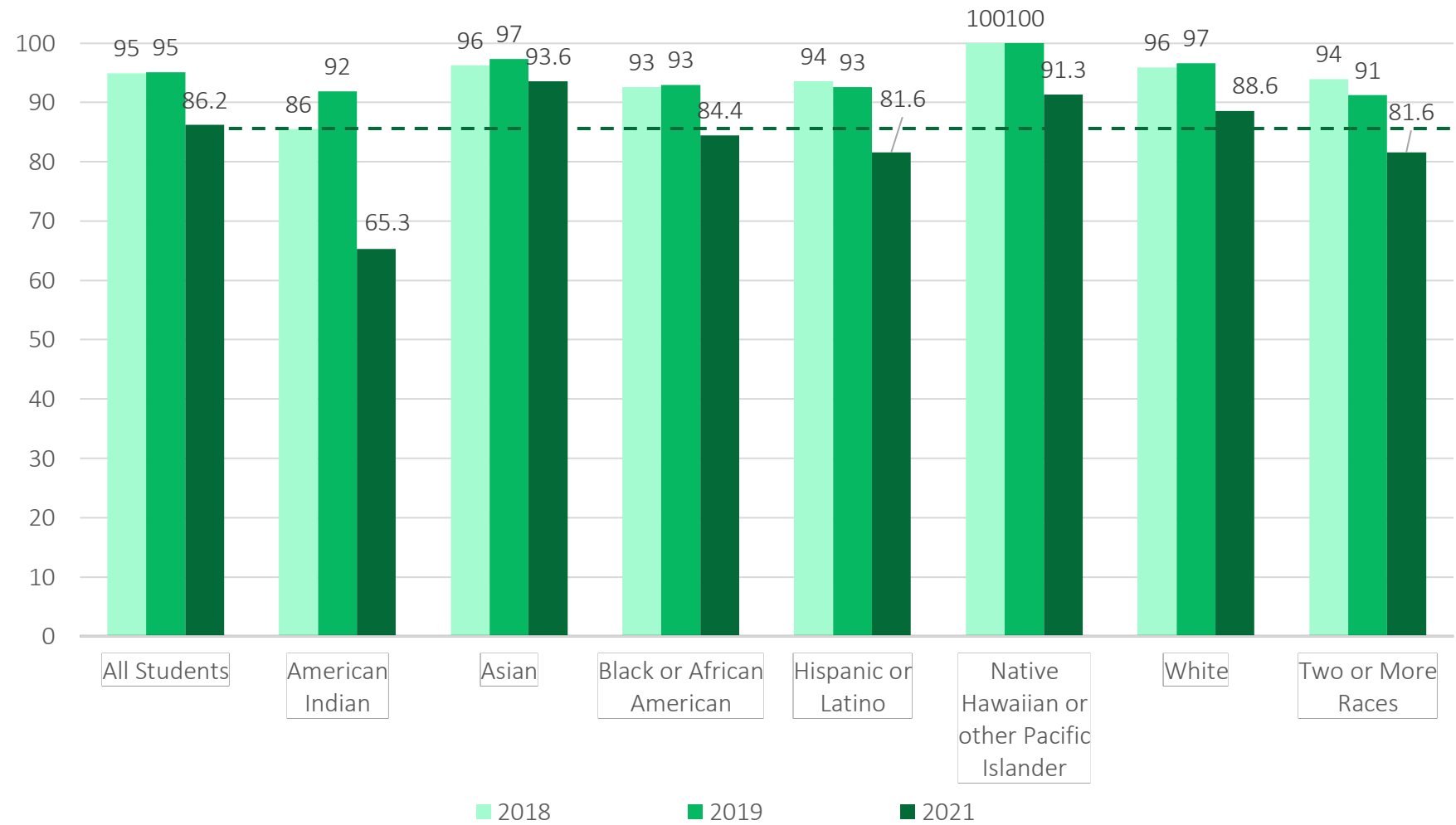
SAT ELA: Participation by Race/Ethnicity

The percent of students who participated in SAT ELA **decreased across all subgroups**.

For two subgroups (**Hispanic or Latino and students with Two or More Races**), the 2021 decline in their participation **confirmed a downward trend** in their participation since 2018.

The **smallest decrease** is seen among **Asian students** and the **largest** was among **American Indian students**.

	2018	2019	2021
All Students	9718	9895	9085
American Indian	59	79	49
Asian	305	330	306
Black or African American	831	853	807
Hispanic or Latino	2366	2393	2258
Pacific Islander	19	17	21
White	5844	5912	5325
Two or More Races	294	311	319



SAT Math: Participation by Subgroup

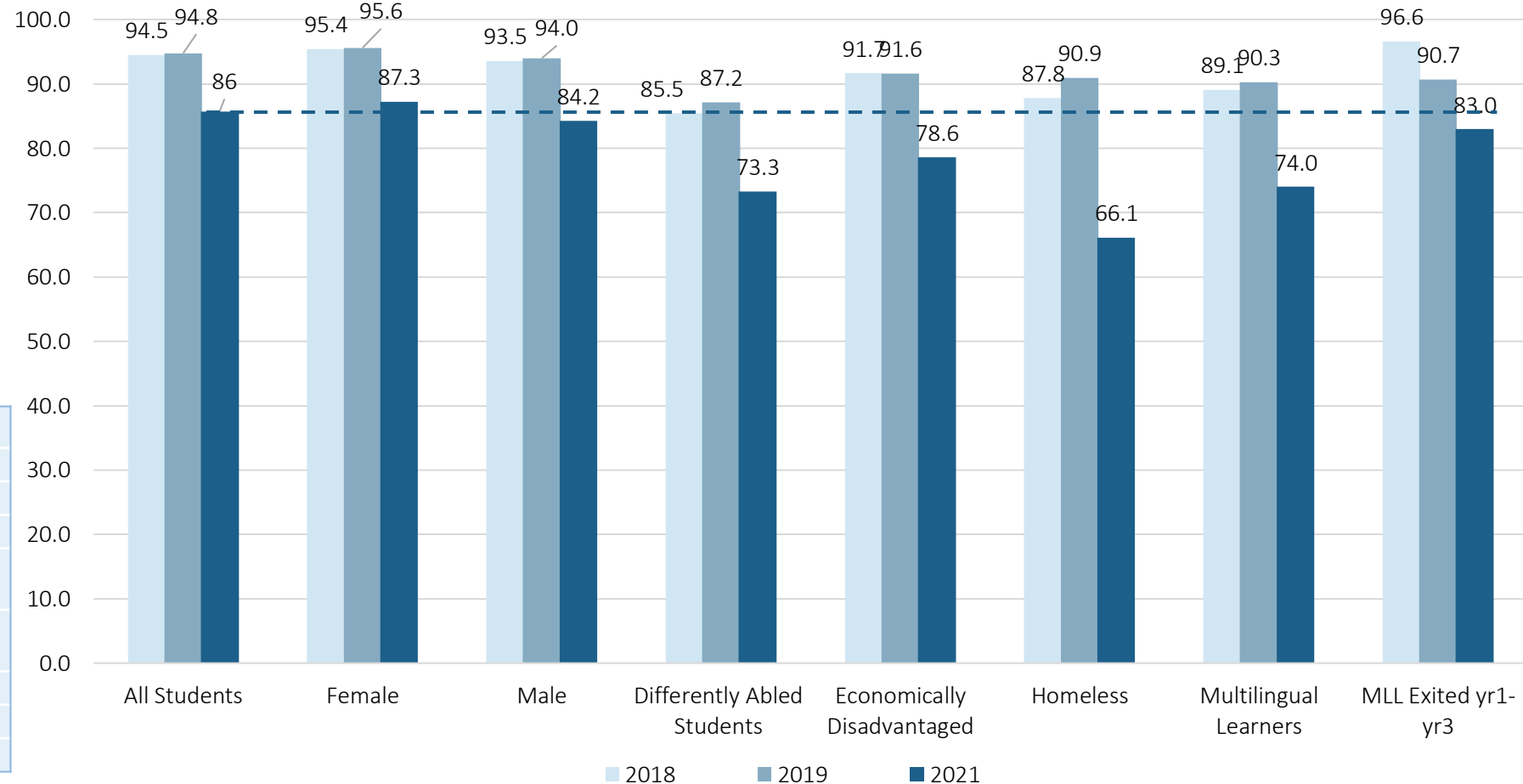
The federal requirement for participation is typically **95%**.

R has not met this requirement for any subgroup for the 2021 administration of SAT math.

The percent of students who participated in 2021 decreased by **9%**.

The largest decrease in participation was among **homeless students** whose participation declined by **25%**.

	2018	2019	2021
All Students	9706	9882	9049
Female	4864	4836	4510
Male	4842	5046	4535
Differently Abled Students	1122	1099	1042
Economically Disadvantaged	4039	4049	3274
Homeless	65	60	39
Multilingual Learners	669	827	675
MLL Exited yr1-yr3	170	136	78



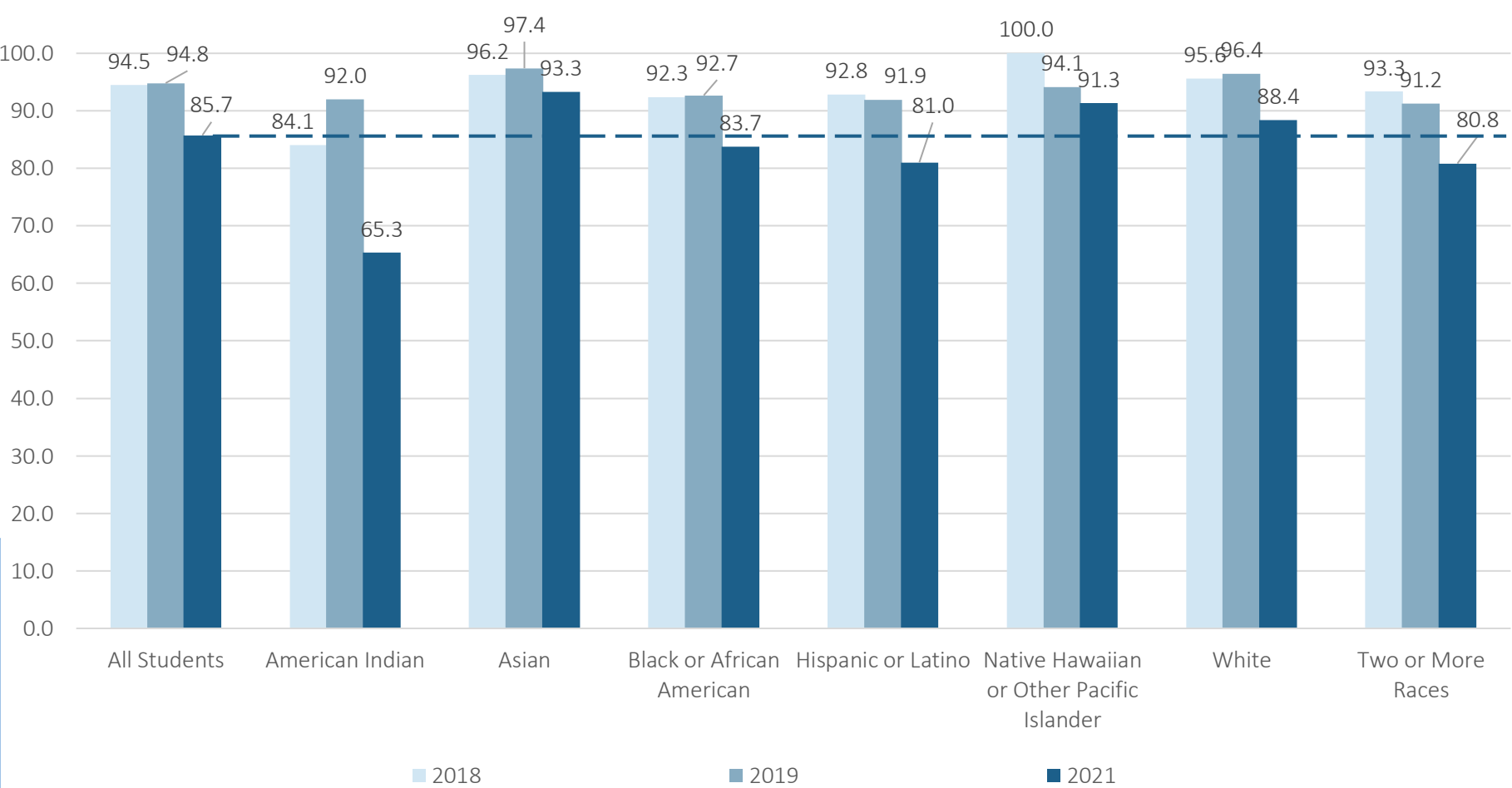
SAT Math: Participation by Race/Ethnicity

Rhode Island did not meet the federal requirement of **95%** participation for any student group.

The percent of students who participated in 2021 decreased by **9%**. The **largest decreases** were in **Hispanic or Latino** and **Two or More Races** categories where participation declined by **10%**.

The same downward trend seen in ELA is seen in math among **Hispanic or Latino** students and students with **Two or More Races**. In math, this downward participation trend is also seen among the **Pacific Islander** students.

	2018	2019	2021
All Students	9706	9882	9049
American Indian	58	80	49
Asian	307	331	305
Black or African American	832	859	801
Hispanic or Latino	2372	2386	2249
Pacific Islander	19	16	21
White	5824	5899	5308
Two or More Races	294	311	316



SAT

English Language Arts and Mathematics Performance

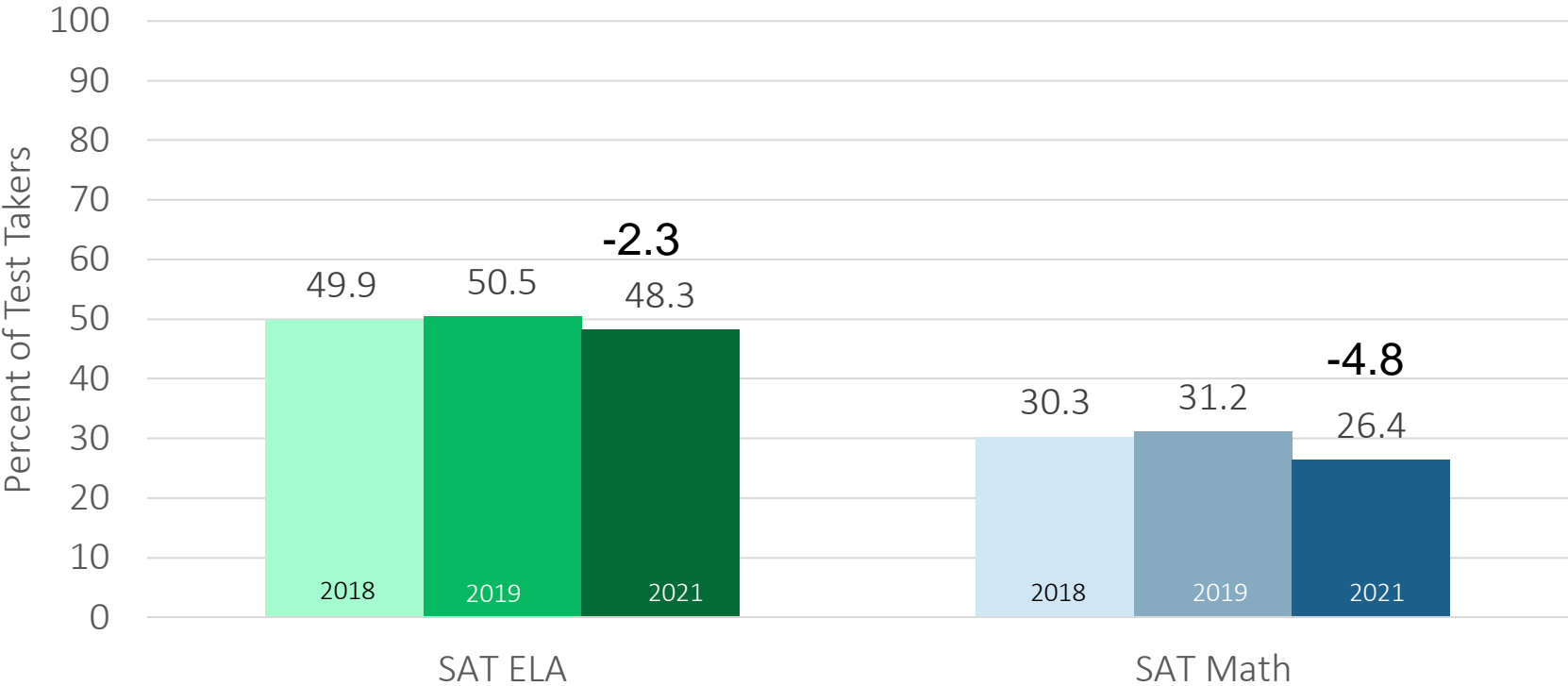
SAT: Percent of Students Meeting the College and Career Ready (CCR) Benchmark in ELA and Math

The percent of students who **meet or exceed** the CCR benchmark **decreased** for both the **ELA and math**.

The **decrease** in the percent of students meeting the benchmark in **ELA was smaller (2.2%)** than in **math (4.8%)**.

Almost **half** of RI students meet expectations for high school ELA, but only just over **25%** meet expectations in math.

	2018	2019	2021
ELA	4852	4998	4388
Math	2938	3079	2386

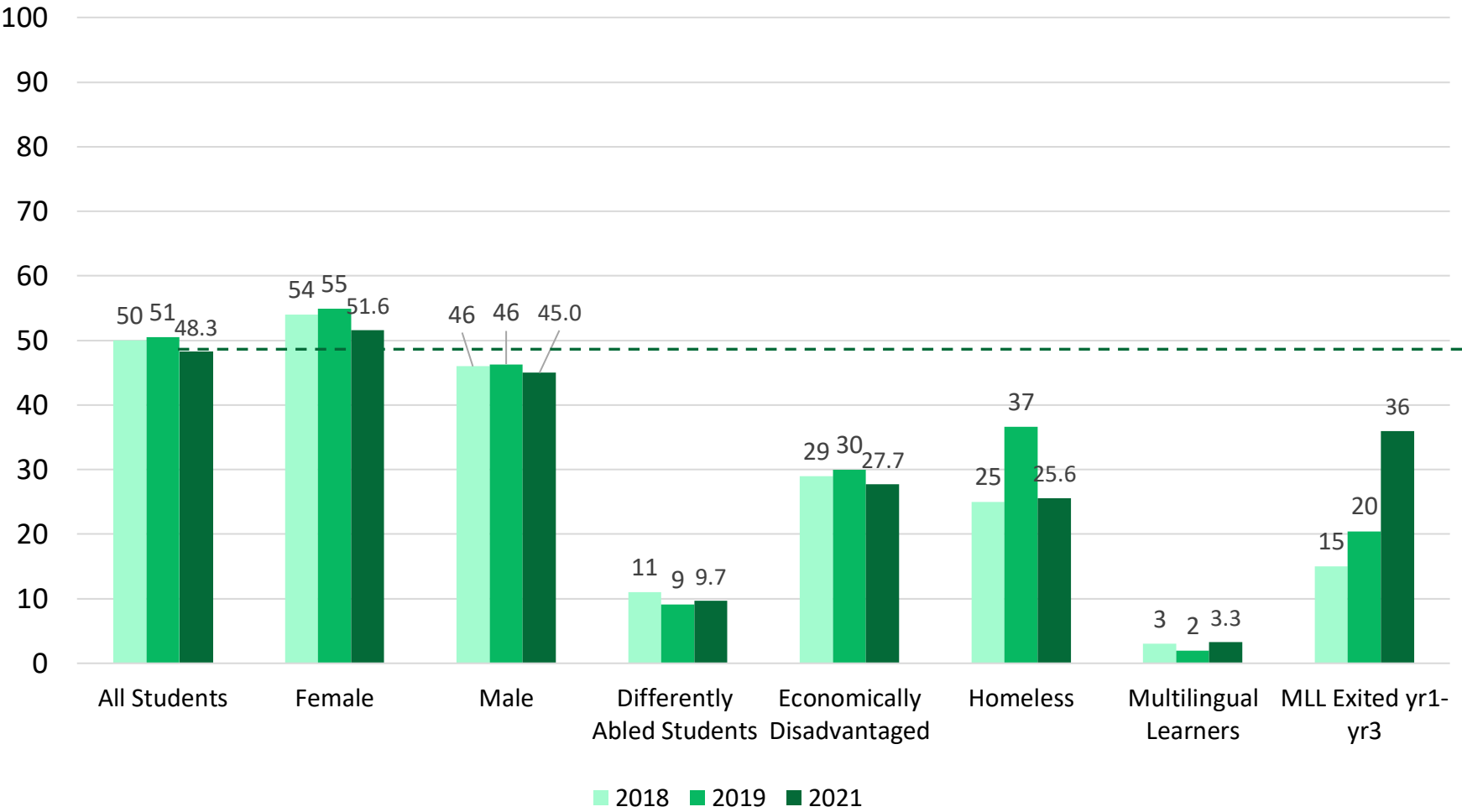


SAT ELA: Percent of Students by Subgroup Meeting the College and Career Ready (CCR) Benchmark

The percent of students who meet or exceed the CCR benchmark **decreased** across most subgroups, **except Multilingual Learners** who exited between one and three years ago.

The dotted line represents the state average or "all students".

	2018	2019	2021
All Students	9718	9895	9085
Female	4867	4834	4523
Male	4851	5061	4558
Differently Abled Students	1139	1111	1059
Economically Disadvantaged	4042	4058	3296
Homeless	64	60	39
Multilingual Learners	652	813	671
MLL Exited yr1-yr3	170	137	78

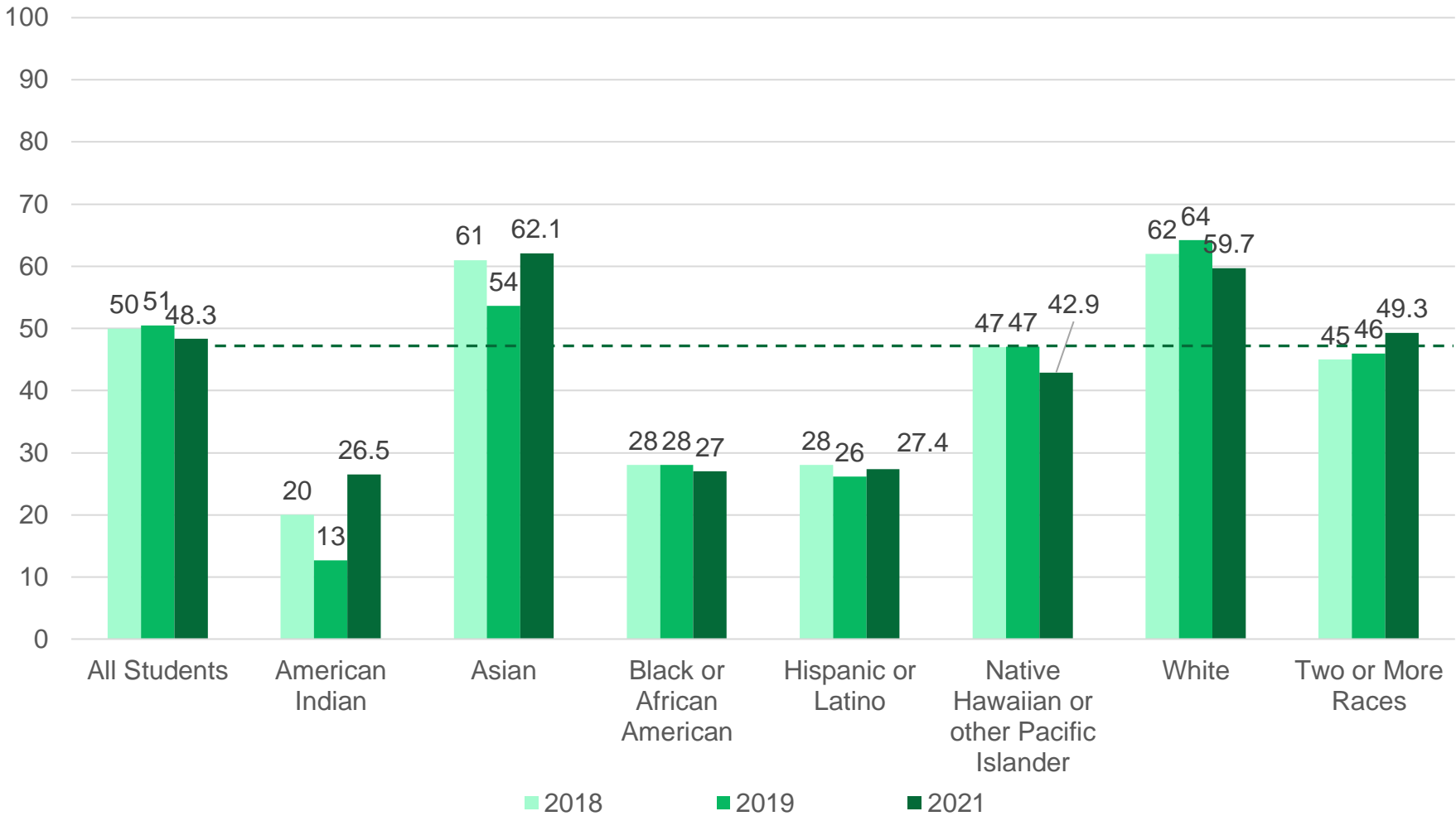


SAT ELA: Percent of Students by Race/Ethnicity Meeting the College and Career Ready (CCR) Benchmark

The percent of students who **meet or exceed** the CCR benchmark **increased** in several subgroups: **American Indian, Asian, Hispanic/Latino and students with Two or More Races**.

The largest **decrease** was among **White students**, from **64% to 60%** meeting the CCR benchmark.

	2018	2019	2021
All Students	9718	9895	9085
American Indian	59	79	49
Asian	305	330	306
Black or African American	831	853	807
Hispanic or Latino	2366	2393	2258
Pacific Islander	19	17	21
White	5844	5912	5325
Two or More Races	294	311	319



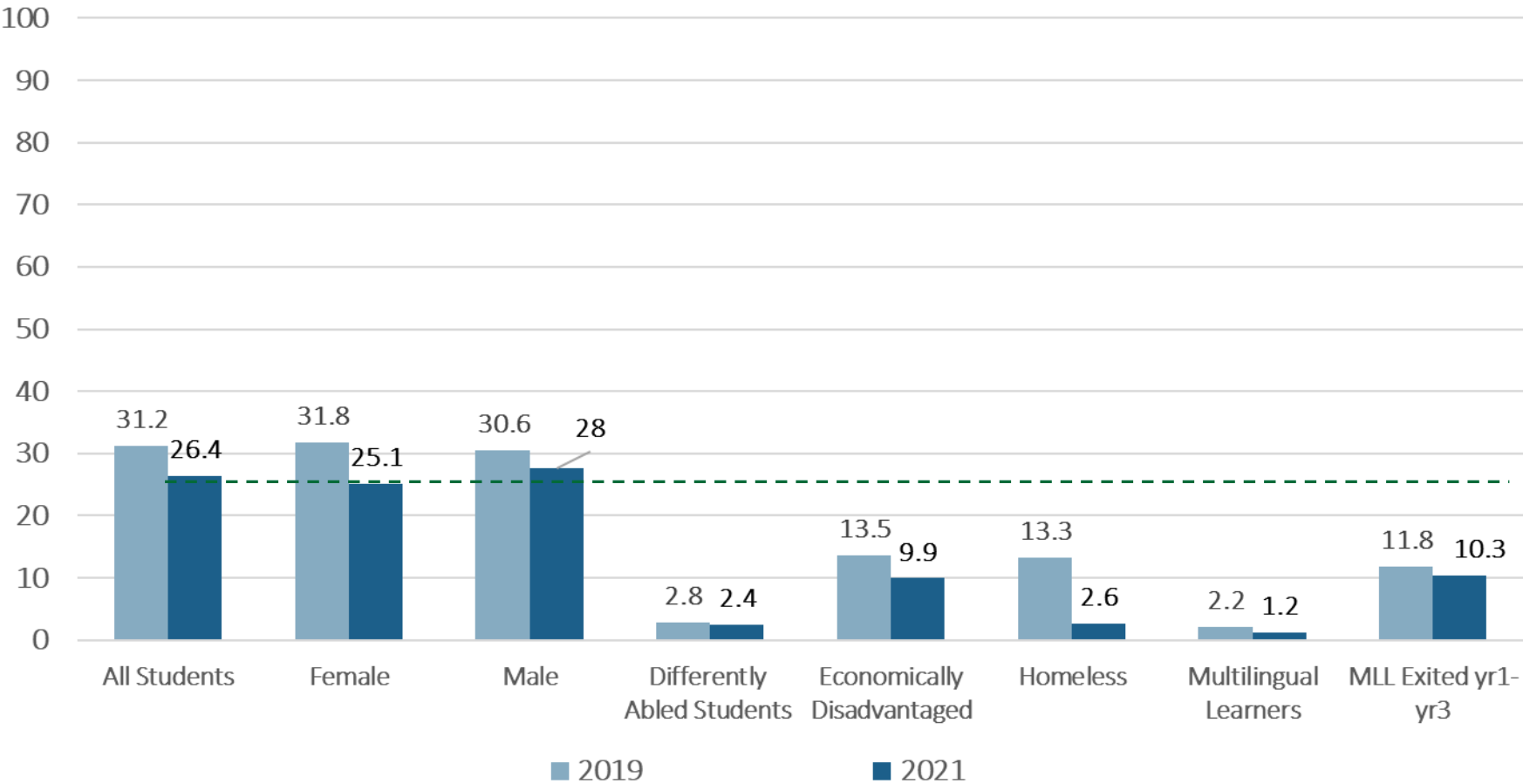
*This subgroup does not meet the minimum reporting requirement of having ten or more students in the group for one or more years.

SAT Math: Percent of Students by Subgroup Meeting the College and Career Ready (CCR) Benchmark

The percent of students who **meet or exceed** the CCR benchmark **decreased** across all subgroups.

The greatest **drop** in achievement (**6.7%**) was among **female students**.

	2018	2019	2021
All Students	9706	9882	9049
Female	4864	4836	4510
Male	4842	5046	4535
Differently Abled Students	1122	1099	1042
Economically Disadvantaged	4039	4049	3274
Homeless	65	60	39
Multilingual Learners	669	827	675
MLL Exited yr1-yr3	170	136	78

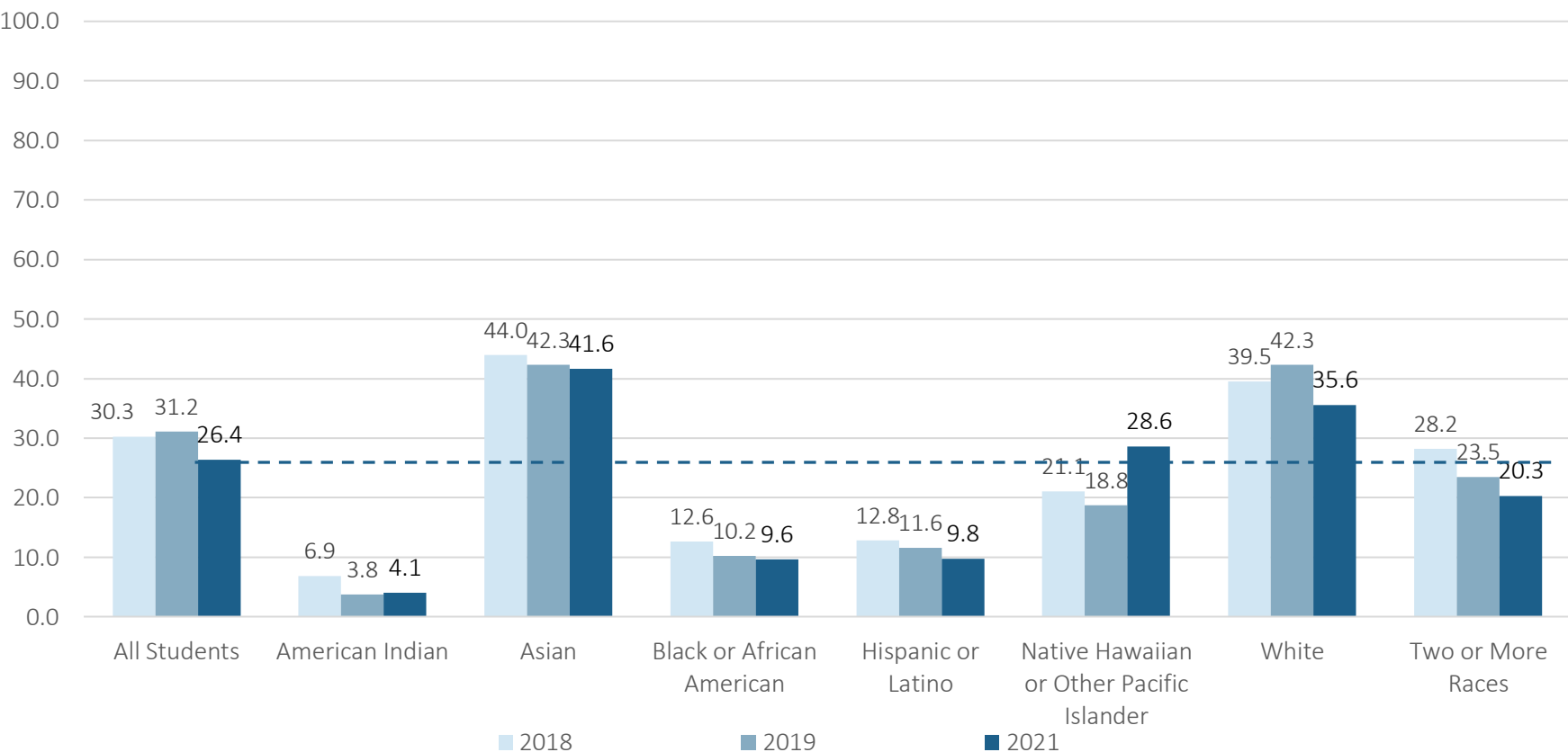


SAT Math: Percent of Students by Subgroup Meeting the College and Career Ready (CCR) Benchmark

The percent of students who **meet or exceed** the CCR benchmark **decreased** across all the subgroups since 2018, and in most cases, this continues a downward trend in math achievement overall.

The greatest **decrease** was among **white students**, who saw a **6.5%** drop in the percent of students meeting or exceeding the CCR benchmark and students of **Two or More Races**, which saw an **8%** drop since 2018.

	2018	2019	2021
All Students	9718	9895	9085
American Indian	59	79	49
Asian	305	330	306
Black or African American	831	853	807
Hispanic or Latino	2366	2393	2258
Pacific Islander	19	17	21
White	5844	5912	5325
Two or More Races	294	311	319



*This subgroup does not meet the minimum reporting requirement of having ten or more students in the group for one or more years.

Dynamic Learning Maps (DLM)

DLM: Participation in ELA and Math

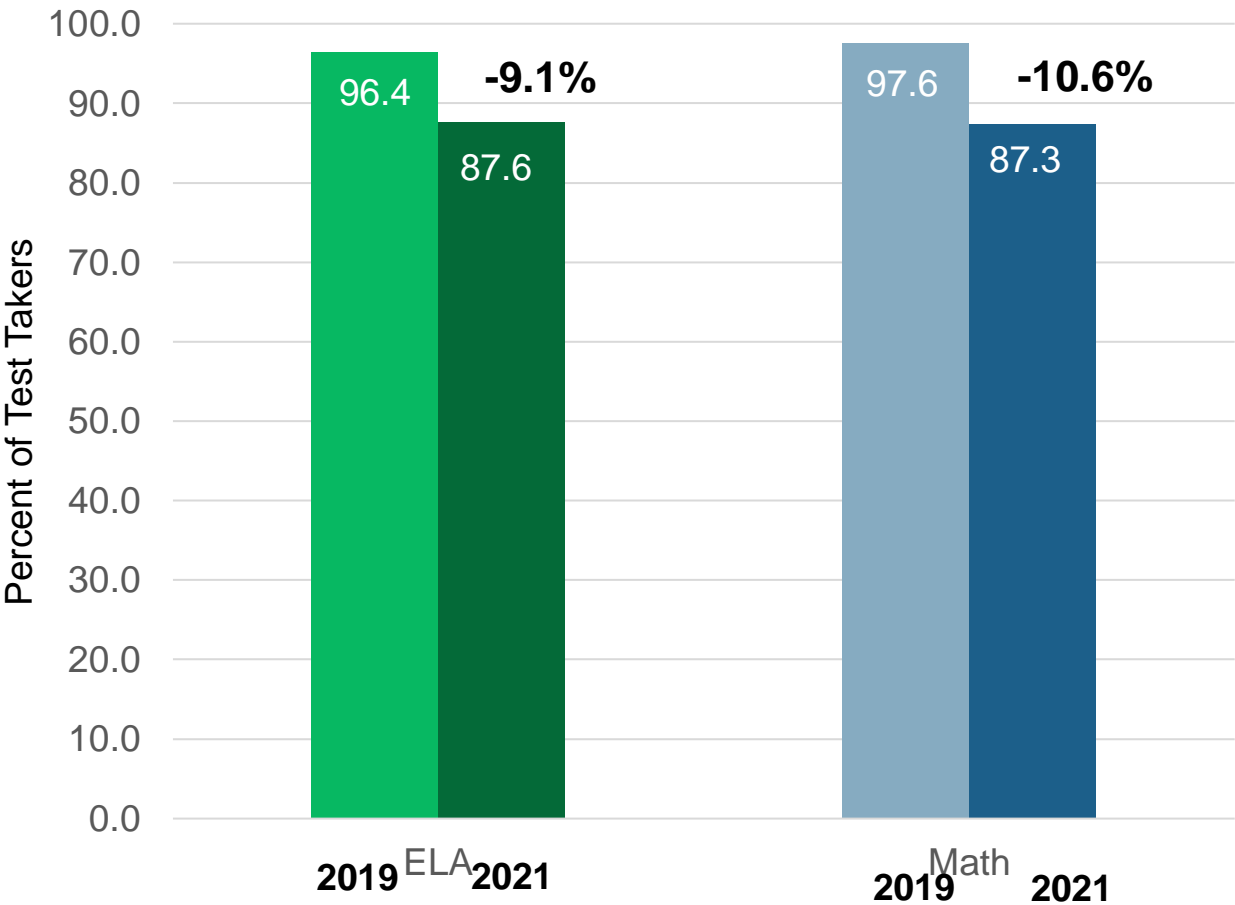


The DLM alternate assessments are given to students with the most significant cognitive disabilities in grades 3-8 and 11 in ELA and math.

In 2019, Rhode Island met the federal reporting requirement for participation (**95%**).

For 2021, the percent of students who participated in DLM **decreased by 9% in ELA** and almost **11% in math**.

	2019	2021
ELA	933	817
Math	933	815



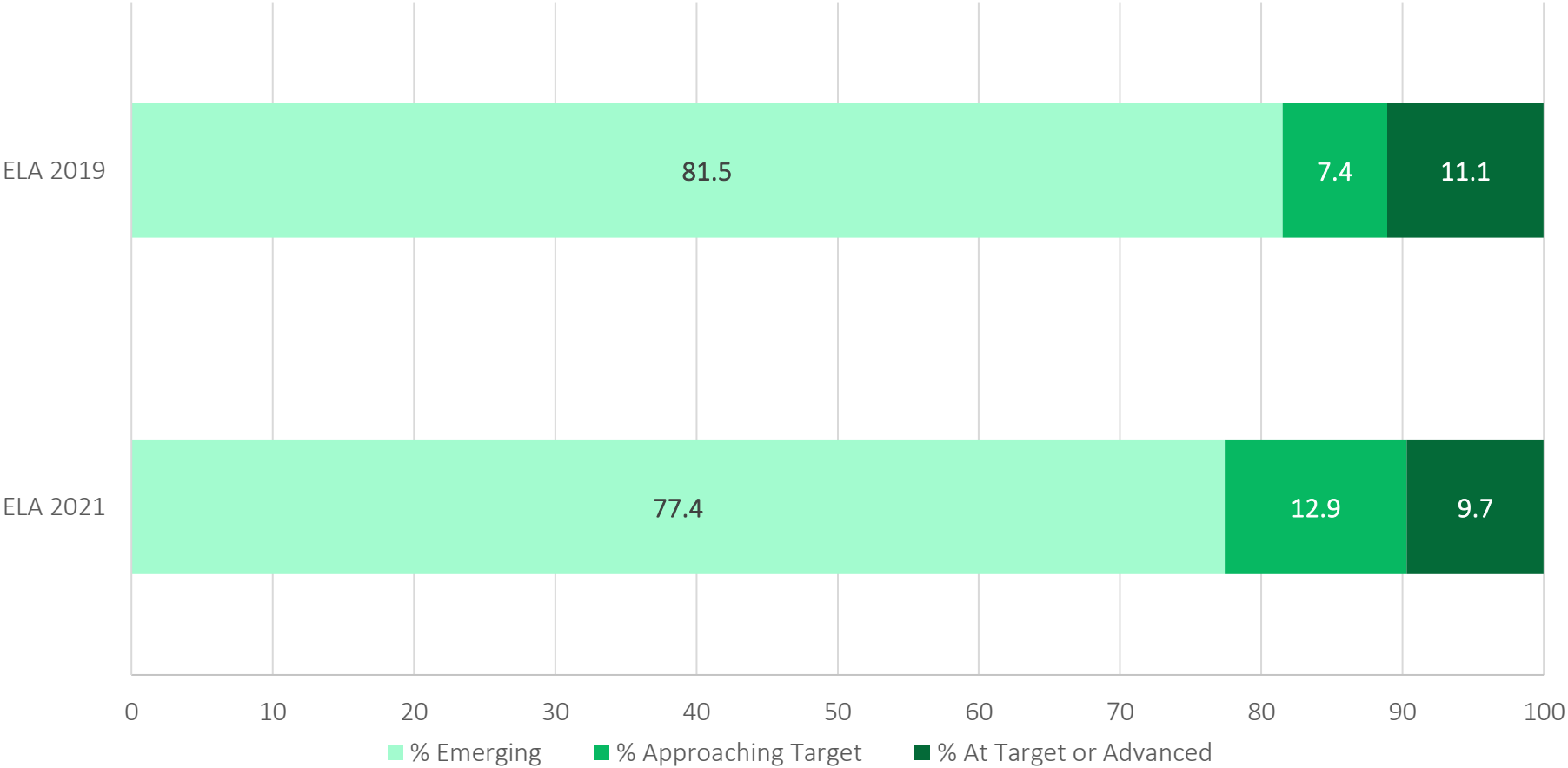
DLM ELA: Percent of All Students by Achievement Level

ELA results for DLM show a **decrease** in the percent of students *At Target or Advanced*.

There was also a **decrease** in the percent of students at the lowest level (*Emerging*) by **4.1%**.

The percent of students at *Approaching Target* and *At Target or Advanced* **increased** by the same amount (**4.1%**).

This shows that students **moved up into higher achievement** levels since 2019.

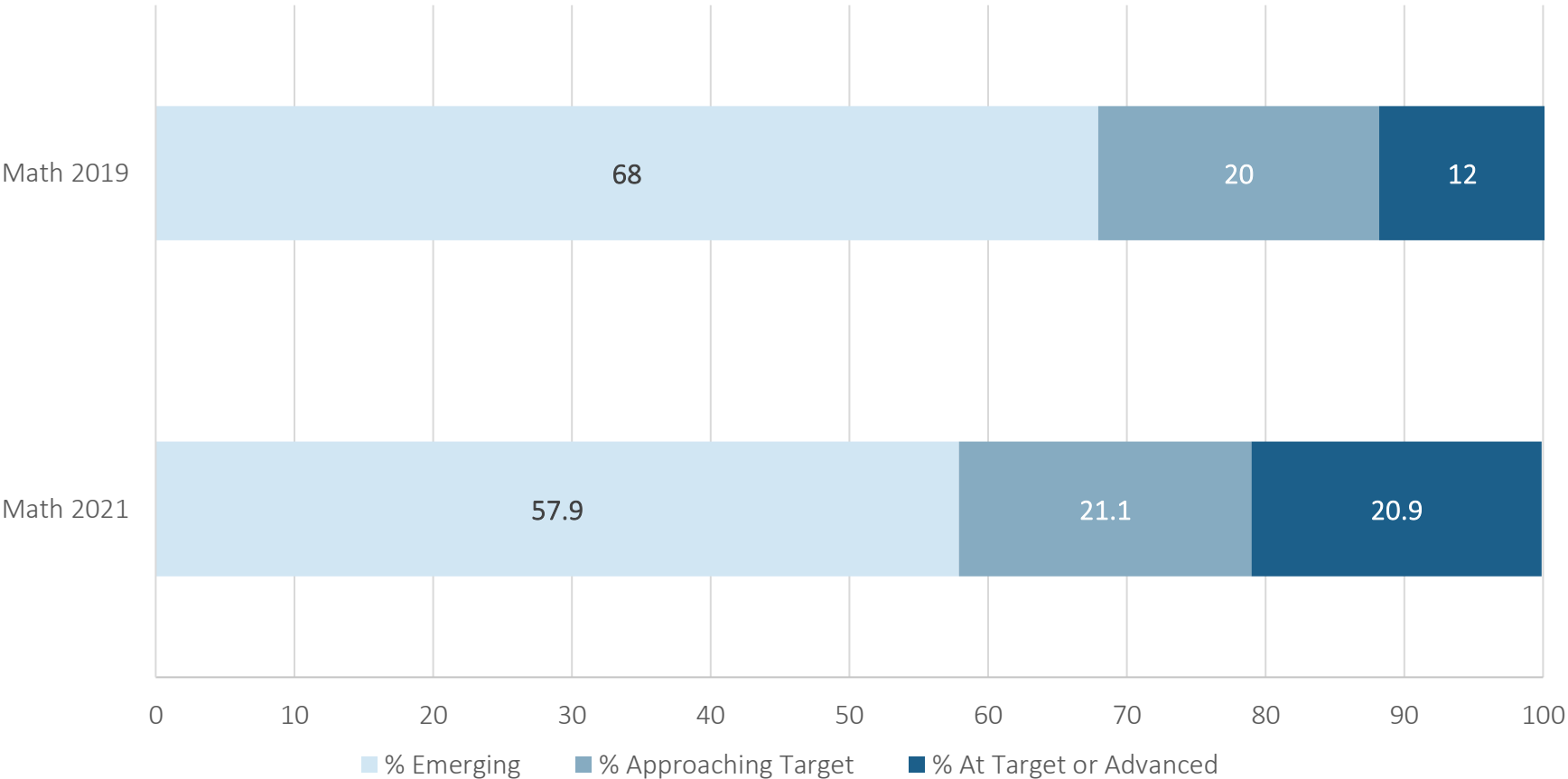


DLM Math: Percent of All Students by Achievement Level

Even though the percentage of students participating in DLM **decreased**, there were **increases** in student achievement in the 2021 results.

The percentage of students achieving the *At Target or Advanced* **increased by 8.9%**.

The percent of students achieving the *Approaching Target* achievement level **increased** by a little over **1%**.



Taking Action



RIDE Actions to Accelerate What's Possible for Students



The Rhode Island Department of Education acted months before assessment results. All actions are grounded in the RIDE 2020-2025 Strategic Plan and LEAP Taskforce recommendations.

- **Mathematics**

- Launched 3 cohorts of curriculum-based implementation support and professional learning with 18 LEAs
- **Curriculum Frameworks** - Completed frameworks in math
- **Readiness Project Courses** - Help students build math skills for the transitions to high school and college.

- **English Language Arts**

- **Structured Literacy/Dyslexia** - Launched 1 cohort of curriculum-based implementation support; developing modules for awareness of structured literacy; 400 educators participating in proficiency training to meet Right to Read expectations
- **Curriculum Frameworks** - Completed frameworks in ELA
- **Readiness Project Course** - Help students build ELA skills for the transition to college

- **Systems**

- **LEAP District Support Program** - Partnering with 8 LEAs to provide focused support, and build a durable infrastructure for improvement
- **Differently Abled Students Blueprint**
- **Multilingual Learner Blueprint**
- **Strategic Planning System** - New online system to help unify districts' strategic planning efforts and the associated data

- **Extended Learning**

- **All Course Network (ACN)** - Free courses during summer and year-round hosted by colleges, non-profits, and other schools
- **Tutoring** - Statewide training and supports for research-based high-dosage tutoring

- **Intervention Programs**

- **Social-Emotional Learning**

- Yale Center for Emotional Intelligence opportunities
- Project AWARE

District & School- Level Data

SAMPLE District Profile

For each LEA, RIDE created a district profile slide and a schools profile slide

